

FRANKLIN & MARSHALL

COLLEGE LIBRARY

PUBLIC · EDUCATION

· PENNSYLVANIA ·

Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

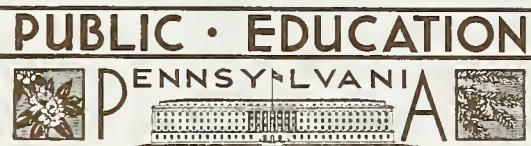
HISTORIC PENNSYLVANIA



EPHRATA CLOISTER

"Ill fares the land, to hastening ills a prey,
Where wealth accumulates, and men decay;
Princes and lords may flourish, or may fade;
A breath can make them, as a breath has made;
But a bold peasantry, their country's pride,
When once destroyed, can never be supplied."

—*The Deserted Village*, Oliver Goldsmith



Pennsylvania Public Education

Published monthly by
The Department of Public Instruction
Commonwealth of Pennsylvania
Education Building, Harrisburg

Entered as second-class matter September 1, 1933, at the Post Office at Harrisburg, Pennsylvania, under Act of August 24, 1912

FRANCIS B. HAAS, Superintendent of Public Instruction, Chairman of the State Council of Education, and the Board of Presidents of State Teachers Colleges

CLARENCE E. ACKLEY, Deputy Superintendent

F. STEWARD HARTMAN, Executive Assistant
A. W. CASTLE, Editor

Vol. 7 January, 1940 No. 5

All material herein is released to the press upon receipt.

CONTENTS

	Page
Safety Education Again	1
Frontispiece	2
Executive Office	3
Administration and Finance	8
Instruction	11
Teacher Education and Certification	14
State Library and Museum	16
Professional Licensing	18
Pennsylvania in History	21
School Employees' Retirement Board	24
Have You Any Questions	25
They Say	26

STAFF ORGANIZATION

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF PUBLIC INSTRUCTION

HARRISBURG

FRANCIS B. HAAS, Superintendent of Public Instruction
Chairman, School Employees Retirement Board
Chairman, Board of Presidents, State Teachers Colleges
CLARENCE E. ACKLEY, Deputy Superintendent
F. STEWARD HARTMAN, Executive Assistant

BUREAU OF ADMINISTRATION AND FINANCE

Child Accounting and Research	CARL D. MORNEWECK, Chief
Research and Statistics	DONALD W. CAMPBELL, Adviser
Child Accounting	JONAS E. WAGNER, Adviser
School Plant	ROBERT C. WILSON, Adviser
Institutions	HUBERT C. EICHER, Chief (Vacancy) Adviser
School Districts	DAVID D. DEMMY, Adviser
Heating and Ventilating	JOSEPH K. GASTROCK, Adviser
Consolidation and Transportation	RAYMOND W. ROBINSON, Chief
School Law	J. K. BOWMAN, Adviser
School Business	LEWIS F. ADLER, Legal Adviser
Vocational Education Finances	E. A. QUACKENBUSH, Chief
Public School Subsidies	ROY CLEAVER, Adviser
Budgetary Control	D. EDWIN DITZLER, Adviser
Purchases	REX T. WRYE, Adviser
	J. HUGH HENDERSON, Adviser
	W. M. J. McClure, Adviser
	GEORGE H. RICHWINE, Adviser
	FRANCES M. BURKE, Chief
	CHARLES A. HARRIS, Adviser

BUREAU OF INSTRUCTION

PAUL L. CRESSMAN, Director

Elementary Education	(MRS) CECILIA U. STUART, Chief
Secondary Education	LOIS M. CLARK, Adviser
Special Education	H. FRANK HARE, Chief
Extension Education	OLIVER S. HECKMAN, Adviser
Agricultural Education	T. ERNEST NEWLAND, Chief
Home Economics Education	EDNA M. KUGLER, Adviser
Industrial Education	A. W. CASTLE, Chief
Vocational Rehabilitation	H. C. FETTEROLF, Chief
Health and Physical Education	V. A. MARTIN, Adviser
School Nursing	(MRS) ANNA G. GREEN, Chief
Art Education	(MRS) EDITH D. DAIVISON, Adviser
Music Education	(Vacancy) Chief
	LANE C. ASH, Adviser
	HAROLD N. COOLEY, Adviser
	M. M. WALTER, Chief
	(Vacancy) Chief
	(MRS) LOIS L. OWEN, Adviser
	C. VALENTINE KIRBY, Chief
	M. CLAUDE ROSENBERRY, Chief

BUREAU OF PROFESSIONAL LICENSING

JAMES A. NEWPHER, Director

Pre-Professional Credentials	JAMES G. PENTZ, Chief
Registrations and Renewals	EUGENE M. MCCOY, Adviser
Law Enforcement (State Boards)	RALPH W. WOODRUFF, Chief
Personnel Examinations	THOMAS F. LONG, Chief
Professional Examining Boards—	EUGENE J. SULLIVAN, Chief
Architects	Osteopathic
Anthracite Mine Inspectors	Public Accountants
Bituminous Mine Inspectors	Osteopathic Surgeons
Dental Council	Pharmacy
Professional Engineers	Veterinary
Medical Education and Licensure	Advisory Committees—
Nurses	Barbers
Optometrical	Beauty Culture
	Real Estate

The State Library and Museum	JOSEPH L. RAPTER, Director
Teacher Education and Certification	HENRY KLOOWER, Director
Elementary Certification	HARRY L. KRINER, Asst. Director
Secondary Certification and Placement Service	CLARENCE O. WILLIAMS, Asst. Director
Publications	(Vacancy) Editor

Public School Employees' Retirement Board	H. H. BAISH, Secretary
Fennsylvania Historical Commission	J. Y. SHAMBACH, Deputy Secretary
Pennsylvania State Board of Censors	FRANK W. MELVIN, Chairman
	(MRS) EDNA R. CARROLL, Chairman

STATE COUNCIL OF EDUCATION

President and Chief Executive Officer, FRANCIS B. HAAS

GEORGE R. BAILEY	Harrisburg
CHARLES E. BEURY	Philadelphia
S. FORRY LAUCKS	York
MARION K. MCKAY	Pittsburgh

EMMA GUFFEY MILLER (MRS) Slippery Rock
JOHN J. SULLIVAN Philadelphia
CLARENCE E. ACKLEY Secretary

A New Year's Resolution**SAFETY EDUCATION AGAIN**

There is some virtue in the age-old custom of making New Year's resolutions. A successful business enterprise takes an annual inventory. It is helpful, personally and professionally, to do likewise. From such introspection and analysis, New Year's resolutions spring.

In school activities, an attempt has been made to set up clearly defined objectives. We agree with the Educational Policies Commission in its four categories of education for self-realization, for human relationships, for economic efficiency, and for civic responsibility. It should be observed, perhaps, that all of the last three, as aspects of social competency, are contingent upon the first. In the last analysis, self-realization seems to stand as the sine qua non of the other objectives.

Beyond and basic to these four categories, however, there seems to be a fifth, namely, that of safety education. Indispensable to education for self-realization as a prerequisite to social competency, is the vital need for safeguarding and preserving the physical and mental potentialities of the individual through a more comprehensive and adequate program of safety education.

As I see the problem of safety education, it should concern itself with the security of the individual in its broadest sense. The perils threatening such security seem to resolve themselves into four rather distinct types of hazards which determine the scope of our safety education program, as follows:

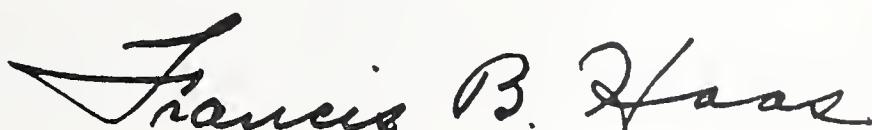
- 1—Prevention of Traffic Accidents—Programs and procedures relating to pedestrians, automobile drivers, school bus drivers, bicycling, roller skating, jay-walking, stealing rides, and like phases of transportation.
- 2—Prevention of Seasonal Accidents—Programs and procedures dealing with such matters as playground and play street regulations; safeguards for coasting; ice testing for skating; cinders on icy walks and steps; hitching; life guard service for swimming, as needed; and precautions for hiking, camping, boating, fishing, and hunting.
- 3—Prevention of School and Home Accidents—Programs and procedures dealing with safety patrols, law and order corps, guard rails, safety guards for shop and laboratory equipment, use of goggles, torches, fire hazards, fire drills, fire extinguishers, fuels, explosives, electrical wiring, poisons, first aid, farm hazards, cuts, burns, scalds, suffocation, and similar aspects.
- 4—Prevention and Correction of Ill Health and Disease—Programs and procedures dealing with such matters as health education, medical inspection and follow-up, tuberculosis control, pneumonia control, social hygiene, dental clinics, school and community nurses, home care of the sick, vaccination, quarantine, malnutrition, physical examination for athletics, mental hygiene, guidance, and life services.

The educational forces of our State deserve high commendation for aggressive sponsorship of safety education during recent years. One needs only to know, however, that during the year 1938, there were 1,575 accidental deaths of Pennsylvania children and youth, 24 years of age and under, to realize the urgent need for greater emphasis upon the safety aspects of our education program. While a breakdown as to age groups is not available, it is equally significant to note that there were in Pennsylvania during 1938, 9,000 deaths due to pneumonia; and of 6,741 fatalities, 24 were due to motorcycle accidents, 29 to agricultural machinery accidents, 52 to electric shock, 329 to drowning, 345 to accidental burns, and 1,935 to automobile accidents.

Recently, following a preliminary meeting called by Commissioner Lynn Adams, I have called the first of a series of conferences with representatives of certain departments of the State government and other agencies, with a view to studying our growing problem of accident hazards as a basis for formulating a more effective program of safety education, in all of its ramifications, for the public schools of the Commonwealth. It is our purpose to review this problem, and to formulate and to put into practice, as promptly as possible, an enlarged program of safety education as one of the primary projects of our educational system.

In this work-a-day world, we are prone to read of fatal accidents and illnesses which take the lives of Pennsylvania children, with a feeling of detachment. We regret the occasion that snuffs out life, and particularly that of a child or a promising youth. When such tragedy strikes within the immediate circle of our friends, we appreciate more fully the magnitude of such grief. Only when it falls within our immediate family, can we realize the depth of the anguish which such a loss brings.

No more timely or significant resolution for the New Year could be made by school officials and teachers, than one which would lead to an immediate study of local conditions in cooperation with local authorities, and the preparation of a comprehensive program of safety education adapted to local needs, which will more adequately safeguard the lives and health of Pennsylvania's children.



FRONTISPICE EPHRATA CLOISTER

The frontispiece is a picture of Ephrata Cloister, on the banks of Cocalico Creek, in Lancaster County. The stone building at the left, the Almonry, was built in 1730, which, from the records, seems to have served as the main building or administrative offices. The center building is the Saal, or the House of Worship. The building at the right is the Saron, or Sister House, where the nuns lived. Other buildings erected during the two hundred years since the founding of the community, have fallen into decay and have been dismantled, including Bethania, or Brother House, where the monks lived, which was torn down and used for firewood in 1902.

The Saron, a three-story building, consists of meeting rooms, work rooms, cell-like rooms where the nuns slept, and a huge fireplace for cooking and warmth. These cells, each occupied by two nuns, contained two planks which served as beds, each with a wooden block to be used as a pillow. To reach these bedrooms, one has to pass along narrow passage-ways about twenty inches wide, and stoop low to pass through doorways, so constructed, tradition has it, in order to teach humility. The Bethania was built in a similar manner.

Ephrata Cloister stands today, a rapidly disintegrating monument to the deep religious zeal, the enduring faith, and the invincible courage which has made of Pennsylvania a great Commonwealth. Where it still stands, those hardy, courageous settlers carved homes and fruitful fields from virgin forests, confronted on all sides by constant peril and unknown dangers. Their sincerity, wisdom, and strength of character are reflected in every account of their frugal thrift, their humility, and their loving kindness to all who needed help.

The Ephrata colony was a cultured group. The Cloister became widely known as an educational center. The claim is made that the first Sunday School was begun here in 1740. The report of their choral and instrumental music reached the English Court abroad. Benjamin Franklin published several of their earlier books, all of a religious nature. They soon acquired two discarded printing presses and printed their own books and hymns. One of these presses, secured in 1745 from Christopher Sauer of Germantown, who was for a few years the printer for the colony, is now at New Enterprise, Bedford County. The other, secured from Franklin, is now owned by the Warren (Pennsylvania) Ledger. Among about forty books, their most ambitious piece of bookmaking, of which there is a record, is "Martyrer Spiegel," comprising 1,514 pages.

Their self-sufficiency and versatility are shown by the prominence Ephrata achieved as an industrial center. In addition to their skill as printers, and their excellent building construction, they were thrifty farmers; they made their own ink; produced their paper from their own paper mill; and operated their own grist mill, oil mill, saw mill, filling mill, bakery, tannery, quarry, pottery shop, and book bindery. They made their own cloth of linen and wool, and their tools, furniture, and kitchen utensils from wood, as largely as possible.

Ephrata Cloister is historically distinctive and unique for many reasons. They practiced celibacy, and owned no individual property. They practiced public assistance, and on the face of the Almonry can yet be seen the two square openings through which food was passed to all the poor and hungry. After the Battle of Brandywine, they received and nursed about five hundred wounded and sick soldiers, at the request of George Washington, probably the first Red Cross work in America. During the time when Philadelphia was occupied by the British, the Cloister printed Colonial money. Their high idealism was reflected in their non-resistance, and their refusal to bear arms, to accept a public office, to sue at law, or to take an oath.

Executive Office

FRANCIS B. HAAS
Superintendent of Public Instruction

SCHOOL SAFETY PATROLS

Francis B. Haas

Superintendent of Public Instruction

At a recent meeting of the Accident Prevention Division of the Pennsylvania Motor Truck Association, the subject of uniformity of procedure of members of School Safety Patrols was given serious consideration with a view to maintaining and increasing safety. Following this meeting, Secretary Edward Gogolin of the Pennsylvania Motor Truck Association sent a letter to the Superintendent of Public Instruction in which he stressed the importance of recalling to the attention of all responsible parties the provisions of the Department bulletin on "Standards for the Operation of School Safety Patrols." In this he said in part:

"Discussion among representatives attending the meeting from every part of the State developed the fact that there is no uniformity of procedure by School Boy Patrols. The difference of activity rests primarily in the manner in which they conduct their duties, namely, their location at crossings, secondly the manner in which they attempt to indicate their purpose by means of flags or other methods. It was indicated that flags for example are not uniform in size, color, or legend."

* * *

"In the interest of reducing accidents on the highways and especially those involving commercial motor vehicles, the Accident Prevention Division of Pennsylvania Motor Truck Association desires to extend its cooperation to you and to your Department in any possible way toward improving the efficiency of School Boy Patrols."

Pursuant to this request the attention of school executives and teachers is again called to Bulletin 65 of the Department of Public Instruction and the following suggestions are reviewed.

Instruction of Patrols

The faculty supervisor should be responsible for the instruction of the patrols and this instruction should be developed with the following general principles as controlling factors.

The safety patrol prevents accidents by:

- a. Directing foot traffic.
- b. Eliminating "Jay Walking"—encourage children to cross streets at corner.
- c. Keeping children out of the streets.
- d. Discouraging the "stealing" of rides on wagons and automobiles.
- e. Assisting in assembly, recess, dismissal, fire drills, and at playgrounds.

Provides opportunities for development of:

- a. Character—by stressing loyalty, obedience to authority, restraint and cooperation.
- b. Citizenship—by fostering respect for law and individual responsibility for assistance to local officials.
- c. Leadership—by encouraging pupil organization and administration under competent direction.

To help children help themselves and to develop instinct for leadership and instruction among the members of the safety patrol, the following principles are suggested as those necessary for patrol members to instill into the children under their immediate supervision:

- a. Walk on the sidewalk. If there is no sidewalk, walk on the left side of the road, facing approaching traffic.
- b. When in groups on highway, walk in single file or not more than two abreast.
- c. Before crossing the street, look first to the left and then to the right.
- d. Do not play games along the street or highway, while at school, or while going to and from school.
- e. Do not roller skate in the street or on the highway.
- f. Do not heedlessly run into the street or highway after a ball.
- g. Do not "hitch" onto trolley cars, wagons, or automobiles.
- h. Do not run into the street or highway from behind parked automobiles or moving vehicles.
- i. Do not hold an umbrella in a manner that will obstruct your view of the road in front.
- j. When riding a bicycle on the highway keep close to the right side of the road.
- k. Do not "beg" or accept a ride from strangers along the highway.
- l. If on the highways after dark, carry a white handkerchief, or wear white arm band on the left arm, visible to approaching traffic.
- m. Look both ways before proceeding across railroad tracks, especially if a train has passed—there may be another train coming. When disc or light is swinging or lights are flashing, stop clear of all tracks and look for approaching train.
- n. Observe all warning signs.

Administration

- a. **Selection.** Members should be appointed from upper grades by the principal or faculty supervisor responsible for such an organization. These members should be selected for their leadership and reliability. They should be courteous, quiet, and helpful. Service as a member must be approved by the parents or guardian. Members may be changed at the discretion of the principal or responsible faculty adviser. The following pledge which should be taken by each prospective member, will emphasize the duties and responsibilities of the service.

*The Patrol Pledge**

I will obey all safety rules and encourage others to do the same.

I will do all in my power to safeguard the lives of all children. I will be prompt and obedient. I will be loyal to my patrol, school, and community.

.....
Date

.....
Name

Executive Office—Continued

- b. *Size.* The size of the patrol may vary depending on traffic conditions, number of crossings, number of school conveyances, and enrolment of schools. There should be at least two sets of officers and guards so that they may be rotated or changed periodically. Officers should be appointed for at least a semester. Guards may be changed more frequently. A new guard should work for at least a week under the direction of one who has previously served before assuming full control of a position.
- c. *Insignia.* The standard insignia suggested for patrol members is a four inch arm band, *white in color*. This arm band may have the word "Guard" or the letter "G" stamped or sewed upon it. Where finances will permit, the use of the white Sam Browne belt made of two inch material is acceptable. The insignia should always be worn while on duty. Auxiliary equipment such as badges, white rain capes, et cetera, should be standard throughout the community if possible.
- d. *Hours.* The patrol members should be on duty at least ten or fifteen minutes before the school opens and remain there a few minutes after the last bell. At dismissal of school they should leave three minutes early and remain on duty while children are leaving. It is suggested that all classes be dismissed at the same time. If this cannot be done, the size of the patrol should be increased and members rotated so that no member shall be absent from his class too long.

e. Duties of Officers and Guards.

- (1) A faculty sponsor or faculty adviser.
 - (a) Select by procedure established in the school, the members of the school safety patrol.
 - (b) Train officers and guards in their duties and responsibilities.
 - (c) Assume general responsibility for the organization and operation of the patrol.
 - (d) Transmit reports and keep in contact with organizations and officials through proper sources.
 - (e) Aid in coordinating the safety education work of the school through the assembly, home room, club, school paper, and other activities.
- (2) Officers.
 - (a) The captain should
 - Station his guards and see that they are on duty on time.
 - Assume authority over his patrol while on duty.
 - Report all offenders to the supervisor.
 - Conduct daily inspection.
 - Make reports to adviser.
 - (b) The lieutenant should assist the captain and serve in case of the captain's disability or absence. Where there are two or more corners to be patrolled, the captain should be on duty at any given point, but should be free to go from one corner to another to see that all members are on duty and working according to instructions. Other officers may be designated as necessary.

- (c) The guards should
 - Safeguard the lives of all children by regulating foot traffic. Station themselves on the sidewalks near the curb (not in the street) and signal to children directing them when to cross according to established procedure.

- f. *Equipment and Procedure of Guard.* Whistles shall not be used. Amber colored flags 18" x 18", attached to bamboo poles not over 6' in length may be used to *direct children only*. The word "STOP" on these flags is prohibited, however, the word "CAUTION" may be used. When flags are used the staff should first be dropped across the path of the children about to cross the street or highway. When the highway is clear of vehicular traffic the staff should then be turned parallel to the path the children will take in crossing.

Under no circumstances may the flag be used for the stopping or direction of vehicular traffic, nor shall any patrol officer or guard be stationed in that portion of the highway intended for the use of vehicles.

When flags are not used, the guard will station himself on the sidewalk near the curb in a position to observe vehicular traffic, and will control the movement of the children by extending both arms in the same manner as prescribed for the use of the flag-staff.

Rural Safety Patrols

The two chief needs for school safety patrols for the rural school children are:

- (1) In crossing streets when loading and unloading school conveyances.
- (2) Training pupils to walk against traffic when coming to and from school.

The duties of the school safety patrol must center, therefore, around these two situations.

A guard should be assigned to each school conveyance. His duties shall be:

- (1) To be off the conveyance at each stop.
- (2) After alighting he shall look for approaching vehicles. When the road is clear in both directions, he shall permit the children to alight. If the bus has a front exit the children shall cross in front of the conveyance. If a rear exit is used, children shall cross in the rear of the conveyance.
- (3) The driver shall not start the conveyance until the guard has resumed his seat.
- (4) The conveyance shall stop on the right side of the road at all times with all wheels off the paved surface where possible.

Guards shall also be assigned to supervise those pupils who walk to and from school. The duties of such guards shall be the same as those outlined in the standards for the operation of school safety patrols. It is particularly important that these patrols shall:

- (1) See that children leave the school property on the proper side of the highway, facing traffic.
- (2) If it is necessary for some children to cross the road immediately in front of the school, the guard shall use the same procedure as has been outlined in the standards.

Executive Office—Continued

POLICY

SABBATICAL LEAVE FOR TEACHERS

Francis B. Haas

Superintendent of Public Instruction

The Sabbatical Leave Law, Act No. 481, approved July 1, 1937, P. L. 2579, as last amended by Act 120, approved May 25, 1939, provides for sabbatical leaves for teachers. The provisions of the original act became effective September 1, 1937. It is to be noted that this law does not carry with it blanket authorization for the granting of a leave of absence to all teachers, but restricts eligibility to those who have taught in the public schools of this Commonwealth for ten years or more. Those who have taught for a period of at least ten years are entitled to receive their first sabbatical leave and at each subsequent period of seven years are entitled to receive another sabbatical leave. The period of the leave of absence may be either one semester or one full school year at the option of the teacher.

The amendment contained in Act 120, approved May 25, 1939, provides that the board to whom the application is addressed may require the teacher making application to have been in the employment of that particular district for five consecutive years or such portion of five years as the board may deem advisable before granting the teacher a sabbatical leave.

During the period of absence the board should employ a substitute teacher to fill the position. This teacher does not necessarily have all the benefits of the Tenure Law.

The teacher on leave will receive the difference between the salary paid to the substitute teacher and his own regular salary less the amount deducted as contribution to the Retirement Fund,—in case the teacher elects to continue his retirement contributions. The law restricts the total amount receivable by any teacher on leave, however, to a maximum of sixteen hundred dollars (\$1,600) for one year's leave, and eight hundred dollars (\$800) for one-half year's sabbatical leave.

Reimbursement to the district from the Commonwealth will be on the basis of the salary of the regular teacher under the same terms as if he were in regular service. However, if no substitute is employed because of a vacancy created by the sabbatical leave, the district will not be entitled to any reimbursement on account of the salary of the teacher on leave. This is not intended, however, to jeopardize the rights of the teacher on leave to receive compensation in accordance with the Sabbatical Leave Act.

No school district shall limit the number of leaves of absence granted in any school year to less than ten per centum (10%) of the number of persons regularly employed in such district, who are eligible for such leave of absence, provided, however, that any district, maintaining a school which has a staff of not more than seven teachers, may limit the number of leaves of absence, to one for any given year.

The leave should be granted only after a written application has been filed. This application should contain the following: (1) specific request for the leave, stating the period for which it is desired; (2) statement of purpose for which the leave is requested; (3) assurance that the employee will return and teach at least one year after enjoying the leave; and (4) statement as to whether continuance of membership to the State Teacher's Retirement System is desired, and if so, authorizing salary deductions for that purpose.

ANNUAL CONVENTION State School Directors Association

February 2 and 3, 1940

The forty-fifth annual convention of the Pennsylvania State School Directors Association will be held in the Forum of the Education Building, Friday and Saturday, February 2 and 3, 1940. A partial list of the program speakers and subjects follows:

Address:	"The Old Refrain"
	Francis B. Haas, Superintendent of Public Instruction
Address:	"Our Rural School Situation"
	Lee Driver, formerly with the Department of Public Instruction
Address:	"Reorganizing the Secondary School Program to Meet the Needs of Youth"
	Ben G. Graham, Superintendent of Schools, Pittsburgh
Address:	"Commander Edward R. Stirling, Pennsylvania Department, American Legion"
Address:	"The Problem of Working Wives"
	Miss Florence Birmingham, Boston, Massachusetts
Address:	"A Business Man's View of the Operation of Pennsylvania's School System"
	Honorable Robert F. Rich, Representative to Congress from the 16th Congressional District
Address:	"A Cooperative Solution to Pennsylvania's Educational Crisis"
	Luther Harr, Treasurer of the County and City of Philadelphia

At the Friday evening meeting, the Honorable Arthur H. James, Governor of the Commonwealth, will extend greetings. The question-answer period, the business session, and the election of officers and regional directors will be held on Saturday morning.

Sectional meetings of the several classes of districts and a meeting of members of county school boards will be held. A new feature of the program will be the honoring of all Pennsylvania school directors who have had forty or more years of service. Music for the convention will be provided by the Shamokin High School Band and an Elementary School Chorus from Hempfield Township, Westmoreland County.

Doctor Graham to be Honored

A breakfast in honor of Dr. Ben G. Graham, Superintendent of the Pittsburgh Schools, will be a feature of the convention of the American Association of School Administrators to be held at St. Louis next February. The breakfast is scheduled for eight o'clock on the morning of Wednesday, February 28, at the Hotel Jefferson.

Alumni and friends of the University of Pittsburgh are especially invited to attend. Doctor Graham, an alumnus of the University, is President of the American Association of School Administrators.

Executive Office—Continued

Pennsylvania Farm Show

January 15, 16, 17, 18, and 19

The 24th annual Pennsylvania Farm Show will be held in the Farm Show Building, Cameron and Maclay Streets, Harrisburg, during the week of January 15, Monday to Friday, inclusive. Even though in competition with the record-breaking farm shows of recent years, the 1940 exhibition promises to be bigger and better than any staged heretofore by the Commission.

According to the last reports available, there were in all between 10,000 and 11,000 entries to compete for the more than 8,000 cash awards totalling approximately \$40,000. In addition to the usual exhibits of horses, cattle, sheep, swine, poultry, grains, fruits, vegetables, tobacco, and like entries, there are to be special exhibits of foods, clothing, the cultural arts, home management, and vocational classes. Many features, as usual, characterize the week's program of activities, including contests in rural dramatics, rural vocational music, vocational school exhibits, and State projects; and in addition, there will be a horse shoe pitching contest, a polo contest, and other contests of equally great popular appeal. A special feature of this year's show will be an exhibition drill by the Pennsylvania Motor Police.

The Pennsylvania Farm Show is an annual round-up of state-wide farm organizations. Arrangements have already been completed for conventions of about thirty of such state-wide farm organizations to be held during the week.

Housed in a building containing 10 acres of floor space, a frontage of 800 feet, and a total depth of 680 feet, to which must be added the facilities of the arena having in itself a seating capacity of nearly 13,000 persons, the rapid growth of this annual fair during recent years has made of it a gigantic state exposition free to the public.

Even though housed in such capacious quarters, the number of commercial exhibits alone, already contracted for, is more than 300, and many of such exhibitors have had to be turned away this year because of lack of space.

The Pennsylvania Farm Show is under the management of the State Farm Products Show Commission, the personnel of which consists of the following: Arthur H. James, Governor of the Commonwealth; Arthur H. Light, Secretary of Agriculture; Francis B. Haas, Superintendent of Public Instruction; S. W. Fletcher, Vice-Dean and Director of Research, School of Agriculture, The Pennsylvania State College; M. S. McDowell, Vice-Dean and Director of Extension, School of Agriculture, The Pennsylvania State College; C. E. Cassell, Farmer, Hershey; G. S. Slocum, Dairymen's League; H. H. Snavely, Farmer, Willow Street; W. S. Hagar, Deputy Secretary of Agriculture, Treasurer; and J. M. Fry, Secretary.

Detailed information as to dates, rates, and accommodations can be secured by addressing the Secretary of the Commission, Mr. J. M. Fry, The Pennsylvania Farm Show, Harrisburg, Pennsylvania.

Survey of Rural Schools

The school administrators of Pennsylvania are cooperating with the National Education Association, Washington, D. C., in a study of the present status and the needs of rural education. The purpose of this study is to show trends and administrative problems in rural education.

At the present time, county boards of education throughout Pennsylvania are planning for more efficient administrative units and attendance areas. This national study will doubtless furnish valuable data for use by the county boards of Pennsylvania.

PUBLIC EDUCATION

Chester H. Gross

President of Pennsylvania School Directors Association

In an address given at the 1939 Schoolmen's Week at the University of Pennsylvania, President Chester H. Gross of the Pennsylvania School Directors Association, speaking on the topic "Public Education as Seen by a County School Director", said in part:

"The American public school system is unique. When it was created more than a hundred years ago there was nothing else like it in the world. In those days the parent paid the teachers of his children in the same way as he paid the merchant for food and clothes. It was a family matter. The children of the well-to-do had teachers. The children of the poor often grew up unable to read and write. This was wholly true until communities started schools for all the children supported by taxes. It was partially true when states began to distribute funds to the schools of the poorer counties and districts.

"The American people believe in their public schools. They may not always be satisfied with them, but they believe that schools ought to be free and open to all the children of all the people and are necessary to good citizenship, happiness, and prosperity. Under our form of government, based on universal suffrage, it is necessary that the government maintain the means by which each generation can be educated and instructed in the principles and practices of good citizenship. The public schools are, therefore, one of the most fundamental agencies of a democratic form of government.***

"School directors should appreciate the importance of their positions. On the one hand it is their duty to carry out the purposes set forth by state laws and to execute faithfully the laws of the state. On the other hand it is their duty to do everything possible to make the school serve the community and its children and to keep the local touch. School directors should ever keep in mind that the schools exist to help the children, not to give jobs to teachers or other persons, not to give power and prestige to the school board. If the welfare of the children is always kept uppermost in the minds of the school board, many of the most serious school problems would be easily solved."

Child Labor Day

January 27-29, 1940

The National Child Labor Committee, incorporated by the Act of Congress February 21, 1907, announces January 27 to 29 inclusive, as Child Labor Day.

For thirty-four years Child Labor Day has been an occasion for rallying public sentiment against the exploitation of children. Through the passage of the Wages and Hours Act, which has now been in effect one year, many thousands of children have been released from injurious employment.

The cause of the child worker enlists the sympathetic interest and support of every thinking American. In some states many children are still employed under conditions which defeat both health and education. Slides and tests for illustrated lectures and other materials relating to the Child Labor problem of America can be secured at a low cost from the National Child Labor Committee, 419 Fourth Avenue, New York City.

Executive Office—Concluded

Tufts College Scholarship

Tufts College announces its annual prize scholarship competition for the academic year 1940-1941, which is open to juniors, seniors, and post-graduate students of public and private schools. By this competitive examination, Tufts College determines the recipients of six prize scholarships, three of which are for \$2,000 each, or \$500 per year for four years; and three of \$1,200 each, or \$300 per year for four years. The regulations governing these awards are as follows:

A. Eligibility—To be eligible to compete for one of these scholarships, a student must:

1. Be a junior, senior, or post-graduate student in an accredited New England public or private preparatory school; or if in attendance in a school outside New England, be recommended by an authorized alumnus. (Any awards to juniors are provisional on the satisfactory completion of their preparatory school work.)
2. Rank in the first third of those in his or her class qualifying for entrance to college, or receive special recommendation from the principal of the school.
3. Expect to be able to satisfy the requirements for admission to Tufts College (by the end of the senior year if a junior.)

B. Competition—Candidates will be judged on the basis of:

1. The school record (scholastic and extra-curricular.)
2. The personal information available.
3. A single one-hour general aptitude examination, to be given at each secondary school on MONDAY, MARCH 4, 1940. This examination is designed to measure a student's general intelligence, not his fund of knowledge in specific school subjects. As a result, a senior, for example, has no particular advantage over a junior. The examination will be set and scored by the college, but administered by the school authorities.

C. Conditions—The scholarships are awarded subject to the following conditions:

1. Those to whom scholarships are awarded will be required to live in a college dormitory.
2. The benefits of the scholarship will be withdrawn at any time if the student fails to maintain a superior grade of work, or if he is a subject of college discipline.

D. Applications—An eligible student desiring to compete for one of the prize scholarships should:

1. Write to Prize Scholarship Committee, Tufts College, Medford, Massachusetts, requesting special application blank for the Tufts College Competitive Examination.
2. Forward the application through the local school principal to the Prize Scholarship Committee.
3. See that applications reach the Prize Scholarship Committee on or before February 1, 1940, which is the last date upon which applications will be received.

Negro History Week

February 11-17

The Association for the Study of Negro Life and History announces Negro History Week beginning February 11, 1940. This year witnesses the fifteenth celebration of Negro History Week sponsored by this association, which was organized by Carter G. Woodson, in Chicago, on September 9, 1915.

The purposes of this association are to collect sociological and historical data, to publish books on Negro life and history, to promote the study of the Negro through clubs and schools, and to bring about harmony between the races by interpreting the one to the other.

During the last twenty-five years The Association for the Study of Negro Life and History has published *The Journal of Negro History*, a scientific review, and as many as twenty-six monographs dealing with most of the social, economic, and political problems with respect to the Negro race. This work is sponsored by outstanding citizens of both races in this country.

Those interested will be able to secure, free of charge, posters and other literature bearing upon the celebration, by addressing Director C. G. Woodson of The Association for the Study of Negro Life and History, 1538 Ninth Street, N. W., Washington, D. C.

American Education in Review

Two thorough-going studies of American education have recently been completed which are thought-provoking to all interested in an evaluation of present-day educational programs and procedures.

The October, 1939, issue of *Survey Graphic* is a special number dedicated to schools. Highly stimulating studies of every phase of American education are presented. Though replete with statistics and information, the articles are chiefly challenges to improve educational procedures, through revelations of present inadequacies, gaps, errors, and omissions in America's educational system.

Serving also to describe our educational system is "Education in the United States of America", a new bulletin of the U. S. Office of Education, published in English, Spanish, and Portuguese editions. It was prepared in connection with the eighth conference of the World Federation of Education Associations, in cooperation, with the National Education Association. The work, containing fifty-five pages, nine by twelve inches, may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for fifteen cents a copy.

School Savings

"**INCREASE**—A total of \$12,854,113 was deposited by 2,543,472 children in school savings accounts during the year ended June 30, according to the American Bankers Association. Of this total \$3,246,840 remained on deposit at the close of the school year, . . . a slight increase over . . . the previous year."

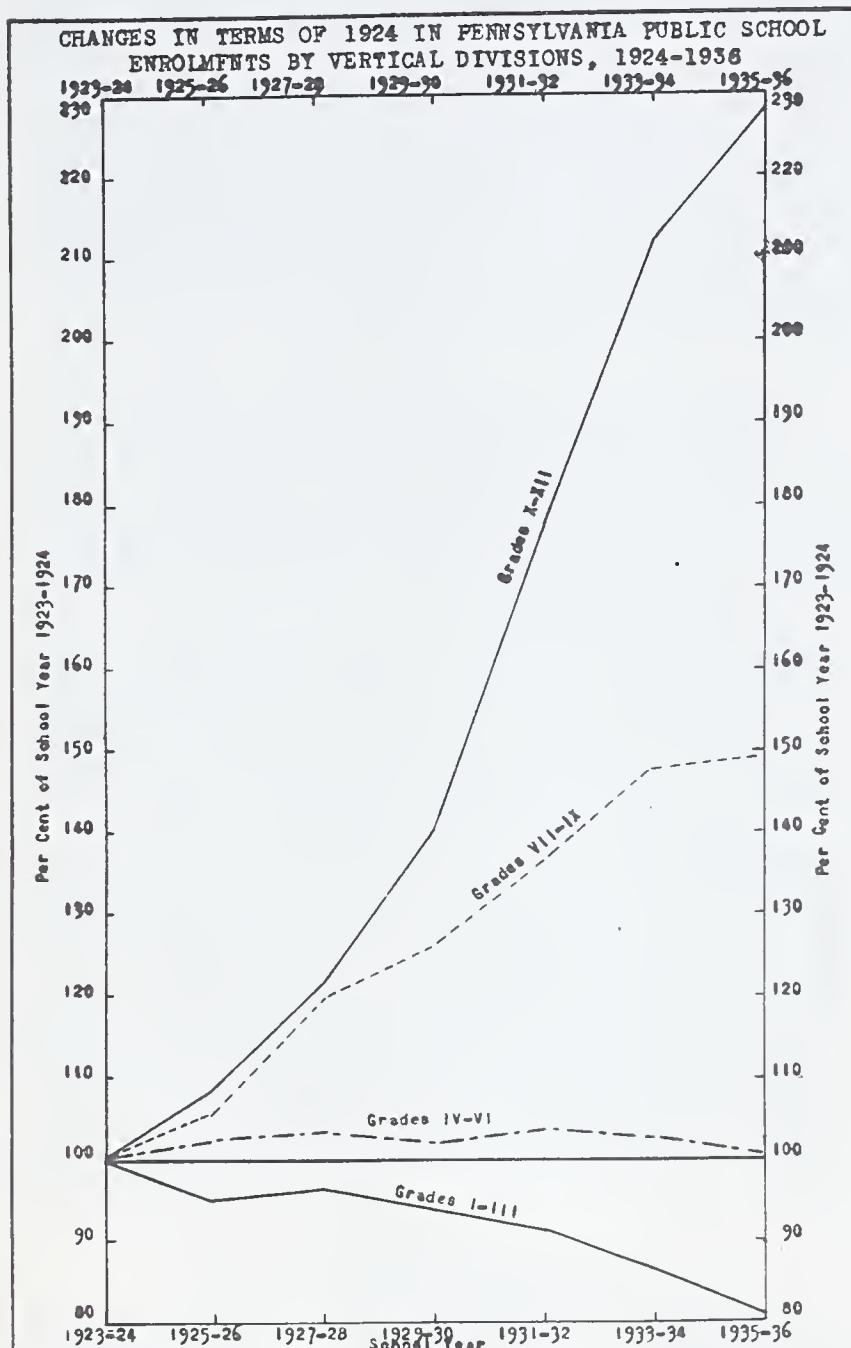
—Winston-Salem Journal

Administration and Finance

DONALD P. DAVIS
Director Bureau of Administration and Finance

Child Accounting and Research Shift in School Population

School population figures are among the most disturbing factors that worry a school administrator when engaged in the formulation of any type of long-planning program. This was true a quarter of a century ago; it is more so today. On the one hand, decreasing birth rates have been reported for years, and no compensating longevity of life characterizes the upper age span of children of school age. On the other hand, there is a marked tendency on the part of boys and girls to remain in school longer, particularly in the secondary school, than was the custom several decades ago. Decreasing elementary enrolments and lengthening lines of pupils in public secondary schools, then,



Read chart thus: The per cent the public school enrolment during the school year 1935-1936 was of 1923-1924 by vertical divisions of the school system was: Grades I-III, 81.0 per cent; Grades IV-VI, 100.3 per cent; Grades VII-IX, 149.2 per cent; and Grades X-XII, 227.9 per cent.

are the basis of much concern on the part of those who are responsible for the proper administration of a system of schools.

In order to give some helpful information on this problem as applied to Pennsylvania, the above chart has been prepared which is based on the latest reliable figures that are available. The chart records changes in enrolments in the public schools of Pennsylvania from 1923-1924 to 1935-1936, inclusive, at two-year intervals, broken down in groups consisting of Grades I-III, Grades IV-VI, Grades VII-IX, and Grades X-XII. There is thus given an opportunity to study the changes as they relate to the primary grades, the so-called intermediate grades, the junior high school period, and the group made up of senior high school pupils.

The absence of tables and other forms of statistical data narrows the story to an interpretation of the four graphs included in the chart. These graphs have their common origin in the enrolments reported for the school year 1923-1924, which has been used arbitrarily as a base. Changes in two-year periods from then on to 1935-1936 are expressed in the per cent that the public school enrolment of any period and grade group was of the corresponding enrolment in 1923-1924. It will thus be seen that the enrolment of Grades I-III decreased at a marked rate by 1925-1926, then there was a shift upward until 1927-1928 after which time the graph descended rather uniformly until in 1935-1936 when the enrolment was only 81.0 per cent of what it was in 1923-1924. Similarly, Grades IV-VI, or the intermediate grades, showed practically no change during the twelve-year span; while the junior high school population increased at a conservative rate to 149.2 per cent over the base position, and the senior high school rose at an exceedingly rapid rate until it reached a point in 1935-1936 that was 227.9 per cent above the corresponding enrolment in 1923-1924.

Home and School Visitor Service Expanding

The old type school attendance officer is passing away in much the same manner as the little red school house; the former disappearing much less rapidly, however, than the latter. Both forms of service have played their part well and will continue to do so for some time, particularly in areas where conditions do not permit the adoption of a program that is more in keeping with the present-day philosophy of education with its changing emphasis on serving the fundamental needs of children. These needs present many intricate problems which arise in connection with the social and emotional maladjustment of certain types of child life, attendance conditions, the problems associated with the employment of minors, the many forms of illness that beset childhood and youth with their attendant effect on school progress, and the many other complications which are troublesome factors in promoting individual study.

Thus there has arisen a special type of school employee who is neither an attendance officer nor a social worker, but one who serves under the designation of a home and school visitor. Her function as such is associated not only with cases involving non-attendance or irregular attendance, but concerns itself as well with the educational, psychological, medical, and social problems that provide the background to such attendance problems. The work of the home and school visitor is, therefore, potentially one of the utmost importance in the present-day program when

Administration and Finance—Continued

the responsibility of the public school extends so far into the social, home, and community life of the child. This is particularly true with respect to the complications that ordinarily grow out of a period which emphasizes the raising of the compulsory attendance age.

The General Assembly apparently sensed this situation as early as 1929 when it amended Section 1432, of the School Laws of Pennsylvania, in such a way as to permit school districts to employ home and school visitors. This legislation was extended in 1937 to include reimbursement by the State for the salaries of such employes who were properly certificated as such by the State on the same basis as districts are now reimbursed for elementary teachers. As a result of this legislation there were 119 home and school visitors employed in Pennsylvania in 1938-1939, which was a gain of twenty-nine over the previous year. While the number thus engaged is still relatively small and the employment is found to a great degree in city districts, there is much encouragement in the belief that the near future will report many well qualified home and school visitors employed in school districts that have been merged into larger attendance and administrative units. It will thus be possible for a county to have a sufficient number of home and school visitors to cover the whole county by serving in a part-time capacity in an individual school district.

In order that this work may be properly encouraged and its value adequately promoted, the Department of Public Instruction has just issued a revised edition of Bulletin 72, Home and School Visitor Manual.

This Manual sets up a definite procedure to carry on the work under the following objectives: (1) The purpose of the home and school visitor program; (2) the qualifications that such an employe should have to direct the work in the most effective way; (3) the proper handling of the major problems in such a field, including those of maladjustment, school attendance, delinquency, employment of minors, and the taking of the school census; (4) and finally, the technique necessary to carry out all of the objectives thus outlined to the best advantage.

Consolidation and Transportation

Consolidated School Reports

The Superintendent of Public Instruction has announced that the report on consolidated schools will be required only in alternate years beginning with the school year 1940-1941. It should be noted, however, that this refers only to those schools which were approved prior to the beginning of the current school year and not to those for which initial approval is desired.

In all cases where the approval of the State Council of Education is requested for the first time, the customary report should be submitted as in the past. Blank forms for this report may be obtained upon request from the Division of Consolidation and Transportation.

“Sweitzer” Schools Rapidly Disappearing

That part of the school laws commonly known as the “Sweitzer Act,” Section 1406 of the School Laws, provides that when the average daily attendance for the term of any one-room school is ten or less than ten, the board of school directors shall close such school and assign the pupils to other schools. If the school to which they are assigned is one and one-half miles or more, by the nearest public

highway, from their homes transportation must be furnished.

The State Council of Education has the authority to grant a permit to continue such schools in operation upon the basis of an application made by the board of school directors of the district in which the schools are located. The issuance of a permit is dependent upon the need and also upon compliance with certain requirements of the State Council of Education. These requirements are that the school building and out-buildings shall be in good condition, the working equipment of the school shall be of a high standard and that there shall be a library of at least twenty-five volumes approved by the county superintendent of schools.

During the school year 1927-1928, five hundred and twenty-six (526) permits were issued for the continuance of these so-called “Sweitzer Schools.” Each year the number of permits has diminished until during the current school year only ninety-five (95) permits have been issued and, from all indications, a further reduction will be noted next year.

School authorities are urged to consider carefully the possibility of closing these small schools before making application for a permit to continue them in operation. Generally speaking, these schools are expensive to operate and should be eliminated as rapidly as possible.

If it is absolutely necessary for the school to be continued, the application for a permit should be submitted soon after the close of the school term in order that the necessary investigations may be completed and the permit issued in ample time to allow the school board to complete plans for the ensuing year.

County Planning as an Aid to More Efficient Transportation Service

Pupil transportation has developed with amazing rapidity during the past quarter of a century and now constitutes a major factor in the administrative reorganization of schools. Attendance areas which formerly were limited in size by reasonable walking distances are now being reorganized in terms of the time required to transport the pupils to and from school, schools which formerly served only those pupils residing several miles distant. As these attendance areas, both elementary and secondary, are enlarged, the need for transportation service increases. The ever-increasing complexity of this problem has served to emphasize the necessity for long-range planning on a larger scale.

The development of larger attendance areas has brought a new educational responsibility which is difficult to meet under our present system of administrative control. Under this system, the planning of transportation service is largely the responsibility of the local board of school directors. As a result, each of the districts requiring transportation, plans in terms of its own particular needs without any consideration of the needs in neighboring districts. This is particularly true in the case of transportation to high schools where several districts may be served by the same secondary school and, hence, have more or less common needs.

Frequently, it happens that several small buses, each serving the needs of an individual district, traverse the same route to reach the secondary school center. In some cases, buses operated by adjoining districts pass each other going in opposite directions carrying high school students to different schools.

Administration and Finance—Concluded

Again, there are numerous examples of high school pupils being transported a considerable distance while adequate facilities are available within walking distance of their homes. Also, pupils are being transported past approved secondary schools to reach a school which offers no more and, perhaps, less. Pupils who might be accommodated by short hauls are transported much farther to reach a school where the tuition rate is lower.

Countless other examples might be cited to show how the lack of large-scale planning has resulted in inefficiency and waste. Case studies have shown that much of this duplication of service might be avoided if the planning were done by some agency familiar with the transportation needs of the whole attendance area rather than by the individual districts which comprise that area.

Any program of reorganization of administrative units and attendance areas which may be projected by the county board of school directors should be accompanied by a shift in the administrative control of pupil transportation from the smaller to the larger unit of organization. For example, in an administrative unit which serves the secondary school needs of several smaller units, the transportation service should be planned and administered by the receiving district rather than by the sending districts. Otherwise, confusion, duplication, and waste are bound to result.

If the County Board of School Directors were to act as the coordinating agent in planning and administering transportation service within the county, it is safe to predict that equally good or better service could be provided at less cost than is possible under the present system. Many of the small buses now being operated by individual districts at relatively high unit costs could be replaced by fewer and larger buses which would serve the combined needs of several small districts at a much lower unit cost. Many of the passenger automobiles now in use at excessively high unit costs could be eliminated entirely. Routes could be established without regard for district boundary lines which are responsible for much of the present duplication and waste.

It is worthy of note that meager beginnings have been made toward the ultimate development of a system of transportation which will emphasize cooperative planning. Section 814 of the School Laws provides, in part, as follows:

"The County Board of School Directors shall have the power and its duty shall be . . . To advise local boards and make recommendations to them regarding all free transportation routes and contracts . . . To apportion, subject to the approval of the State Council of Education, the cost of free transportation among school districts in all cases where . . . such districts jointly use the same transportation facilities."

The Sections of law cited above pave the way for a gradual and orderly reorganization of transportation service with a view of increased efficiency and greater economy.

In the development of a system of transportation geared to the demands of larger administrative units and attendance areas, planning agencies should be guided by the following considerations:

1. The need for transportation should be accurately determined and adequately served. At present, many children who are eligible to transportation do not receive it while others who are within a reasonable walking distance of school are transported.

2. Whenever possible, pupils should be assigned and transported if necessary to the most convenient school where an adequate program is offered. If this principle were followed, much of our present transportation would be eliminated.
3. Transportation maps should be prepared annually for each attendance area, designating non-transportation zones. These maps should show the number and location of pupils eligible to transportation; the location, character, and condition of roads; distances between important points; bus routes including station stops; safety hazards, and other pertinent data.
4. Bus routes should be planned to serve the greatest number of pupils eligible to transportation with the shortest possible haul. They should be so established that, whenever possible, the full capacity of each bus shall be used for pupils living beyond the legal walking distance from school. If followed, this principle will forestall many demands for transportation within the legal walking distance.
5. Trunk line routes with auxiliary or "feeder" routes should be established whenever possible. Buses of maximum capacity should be used whenever feasible.
6. Trunk line buses should, whenever, possible, be routed over roads which can be used throughout the year. The Highway Department should be consulted with reference to the snow removal and cinderizing program.
7. Elementary and high school schedules should be co-ordinated where the same buses serve both types of schools.
8. Tome schedules should be determined accurately and adhered to rigidly. This is especially important when auxiliary buses must make connections with trunk line buses, and also when pupils are required to walk to meet the bus.
9. Buses should be routed as near to the homes of the pupils as practicable but there is no obligation to pick every child up at his home. Pupils may, and in many cases should be required to walk to meet the bus provided suitable shelter is furnished where needed.
10. Buses should be required to make more than one trip when conditions permit.
11. There should be no compromise with safety. Whenever safety conflicts with economy, there is but one answer—SAFETY FIRST.

One-Teacher Schools Disappear at Rate of Seven a Day

The one-teacher schools are disappearing in the United States at the rate of seven a day, according to reports of the U. S. Office of Education. It is not likely, however, that this rate will continue.

At present, although the number of such schools is diminishing rapidly, they still constitute a very considerable factor in American education. Estimates indicate that there are some 132,000 one-teacher schools with an enrolment of more than 2,500,000 pupils, and 23,000 two-teacher schools with an enrolment of over a million. Together they account for something like seventy-four per cent of all rural schools and almost sixty-five per cent of the nation's schools.

Instruction

PAUL L. CRESSMAN
Bureau of Instruction

PLATFORM

State School Directors Association

When asked what were the primary and general trends of thought in the minds of the members of the Pennsylvania State School Directors Association with regard to current fiscal problems, Preston O. Van Ness, Executive Secretary of the Association said: "The State School Directors Association will give their whole-hearted support to any movement which will give equal educational opportunity to all school children of the Commonwealth and will support any legislation which will provide for greater State support of public schools and relief from real estate taxation. The Association also believes that the minimum salary of fourth class district teachers should be raised and that increments should be provided for service the same as is provided for teachers in other classes of districts. However, such increases in salaries of fourth class district teachers should be accompanied by a proportionate increase in the reimbursement from the State."

Mr. Van Ness further stated that the following matters will be given consideration at the coming convention of the Association:

1. Requesting the State Highway Department to keep all highways, over which school buses pass, in good repair and free from snow.

2. The enactment of legislation which will require all vehicles to come to a stop when approaching a school bus proceeding in the same direction which has stopped to load or discharge children with the provision that it may not pass such bus until it is again in motion; or, requiring all vehicles to come to a stop when approaching a school bus loading or unloading passengers and thereafter to proceed slowly and with caution.

3. The inclusion in any call, by the Governor, for a special session, additional aid for distressed school districts and, should he see fit to have included legislation covering equalization of educational opportunity for all school children which would incorporate a flat rate of taxation for all districts with sufficiently increased appropriation to guarantee a minimum teaching unit of \$1,600 for elementary schools, and \$2,000 for high schools, in order to affect some relief from real estate taxation.

4. An amendment to Section 404 of the School Laws permitting a board to set up reasonable rules and regulations so as to give a board the right to dismiss married female teachers if they so desire.

5. Provision that the law enacted in 1937, increasing tuition appropriation to school districts, be not postponed beyond the date placed in the law by the 1939 Session.

6. The enactment of legislation which would require the payment of a per capita tax before a license or permit of any kind could be obtained excepting marriage licenses.

7. The changing of election laws to permit the nomination of school directors on more than one party ticket, similar to such existing provisions regarding the nomination of judges.

8. Requesting school administrators, superintendents, school boards and teachers, to give the rating card a fair trial, as provided for in the amended Tenure Act.

9. The requirement that at least one school director be appointed by the Governor to serve as a member of the State Council of Education.

10. The inauguration of a planned effort to keep politics out of the Department of Public Instruction, the State Teachers Colleges, and other educational institutions under the control of the State.

11. The increasing of salaries to fourth-class-district teachers if such increase is accompanied by a corresponding increase in State appropriation.

12. The provision of increased transportation appropriation to accompany the law requiring the transportation of school children living two miles or more from the school they attend, the effective date of which was postponed until 1941.

Future Farmers of America Meeting

Farm boys studying vocational agriculture in the United States have organized a national association known as the Future Farmers of America. Only boys enrolled in vocational agriculture are eligible to membership in this association. This association is now twelve years old with branch associations in every State and a total membership of 207,000 farm boys.

The purposes of the Future Farmers of America association are as follows:

1. To develop competent, aggressive, rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of farm boys and young men in themselves and their work.
4. To create more interest in the intelligent choice of farming occupations.
5. To encourage members in the development of individual farming programs and establishment in farming.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

The Keystone Association of Future Farmers now has 260 local chapters with a total membership of 5500. The Keystone association holds its annual meeting during the week of the State Farm Show. The tentative program which will be held in the Forum of the Educational Building January 15, 16, and 17 is as follows:

Monday	9:30-12:00 A. M.—Meeting of State Officers 1:00- 4:00 P. M.—Opening Session of State Meeting A. Reading of Minutes B. Treasurer's Report C. Appointment of Committees D. Report of Kansas City Meeting E. Report from the National Advisory Council
Tuesday	9:30-12:00 A. M.—Committee Work 1:00- 4:00 P. M.—Report of all Committees New Business Introduction of Guests Awarding Project Contest Medals
Wednesday	9:30-12:00 A. M.—Raising Future Farmers to Keystone Farmers Presentation of the Newly Elected State Officers Speech by the Retiring F. F. A. President

Instruction—Continued

The Small Rural School Its Problems and Opportunities

In their general characteristics and in the broad purposes they serve, small rural schools are very much like other elementary schools. They have certain features, however, which are distinctive and which affect their day-to-day procedures significantly. Certain of these arise from the school's setting in a rural community. Others grow out of the form of organization made necessary by the widely varied age group to be taught by one teacher.

The Daily Schedule

One of the most persistent problems arising from the latter is that of developing a daily schedule of activities that is workable and educationally efficient. The application of the graded system to the one-teacher school, together with the increasing number of so-called "subjects" for which the school must assume responsibility, has frequently made the devising of the schedule an exercise in arithmetic rather than an experience in educational planning. Furthermore, the carrying out of the schedule, once it was made, has been more in the nature of a rapid-fire hearing of lessons-supposed-to-be-learned, than of a thoughtful guided-learning experience.

The daily schedule, even in the one-teacher school, can be greatly simplified. It can be so arranged and so carried on that it contributes to real living and learning. But certain very basic ideas must be accepted and adhered to, if this is to take place. First of all, we must be guided by the belief that it is what actually happens to the child, not how much subject matter he is exposed to, that counts. We must realize that it requires time for real growth to take place, and that a schedule which does not provide for this time is inadequate and unsatisfactory.

We must realize, too, that the real job of the teacher is to teach, that is, to guide learning or growth, not to hear recitations. This requires that each individual child must have guidance from his teacher when he needs it, for a long enough period to make certain that he can continue to learn by himself. For most children this need for guidance does not occur at regular ten or fifteen minute periods. Rather, the child may need intensive help at one time, and very little over a more extended period. Hence a somewhat flexible schedule is needed.

Of great importance for the simplification and vitalization of the daily schedule is the fact that children of varying interests and ability levels can and do work together in the same group in many school activities. This makes it possible for the number of actual working groups in the school to be reduced from the usual six or eight grades to three, or at most four, groups. Actually, however, we have not yet learned to take advantage of this possibility to any great extent. In order to do so, we need to have much experience in guiding children of varying abilities in working within a single group but at their individual levels of ability. This is a far different experience than having all the children study and recite from the same textbook material. How to do it is a challenging problem, and one which many able and experienced teachers must help to solve.

Many helpful references on the general problems of schedule making are available. Those listed below either suggest general principles or give specific helps in the more mechanical phases of the daily schedule.

Bibliography

Anderson, C. J. and Simpson, I. J. *The Supervision of Rural Schools*. Appleton, 1932. Chap. V.

Caswell, Hollis L. *Program Making in Small Elementary Schools*. Field Studies No. 1, Division of Surveys and Field Studies, Geo. Peabody College, 1930.

Collings, Ellsworth. *An Experiment with a Project Curriculum*. Macmillan, 1923. Chaps. II, III.

Dunn, F. W. and Everett, M. A. *Four Years in a Country School*. Bureau of Publications, Teachers College, Columbia University, 1926. pp. 12-25*.

Dunn, F. W. *Organization of Curriculum for One-Teacher Schools*. Bulletin of the Department of Rural Education, NEA, 1933.

Gustin, M. and Hayes, M. *Activities in the Public School*. University of North Carolina Press, 1934. Chap. V.

Hoffman, U. J. *Modernized Teaching in Rural Schools*. F. A. Owen Publishing Company, 1931. Chap. II.

Lowth, Frank J. *Everyday Problems of the Country Teacher*. Revised Edition. Macmillan, 1936. Chap. IX.

Pennsylvania Department of Public Instruction. *Special Opportunities of Small Rural Schools*. Bulletin 230, 1939. Chap. VIII.

Wofford, Kate V. *Modern Education in Small Rural Schools*. Macmillan, 1938. Chaps. V-VII.

*Out of print, but available in some libraries. It is included because of its special helpfulness.

Lois M. Clark

Adviser, Elementary Education

Applied Art in the Rural Community

Art makes life more interesting—art in shops and window displays, art in the home, art in the museum—has made life more interesting for people in towns and cities, but the rural community for the most part has been deprived of Art. Country people, rich in nature's blessings, should live in more beautiful homes, wear attractive clothes, and enjoy fine pictures and other works of art.

The program for art in our rural schools aims to apply art to the common everyday life. Art activities should enrich the daily life in the classroom. Articles of decoration as well as selective taste should carry lessons of beauty into every home. Every schoolroom should be made a happier place because of its pictures and other appropriate decorations.

The State Department of Public Instruction cooperates in providing the certificated teacher of art who may work in several convenient districts to develop creative expression in the school together with a greater use and appreciation of art in the home and community life.

Recently a County Grange Association emphasized the need of the cultural arts by a program devoted to public school art—music arts, dance arts, literary arts, dramatic arts, and the visual arts. The American Country Life Association in session at the Pennsylvania State College, August 31, 1939, emphasized art in country life through exhibitions and addresses by Grant Wood and John Steuart Curry, both country boys, who became two of our most important artists. In addition, there were discussions on how to make the country home and its surroundings more beautiful and attractive.

All signs point to an awakening as to the need and service of Art in Rural Life.

Instruction—Concluded

State Contest of Vocational School Exhibits

Pennsylvania State Farm Show

The twenty-first annual vocational school exhibit will be held in connection with the Pennsylvania State Farm Show, during the week of January 15, 1940. The exhibit this year will be conducted as a contest among vocational schools, departments, and county groups. Fourteen separate window spaces will be available for unit exhibits, each consisting of a booth four feet deep, six feet high, and ten feet long. Seven of the spaces have been assigned to agriculture and seven to home economics. The booths will be prepared for the exhibitors.

The agricultural exhibits that have been selected for the coming Farm Show are as follows:

Hatfield, Montgomery County—"Rat Proofing the Corn Crib"

Mifflinburg, Union County—"Capons"

Turbotville, Northumberland County—"Fruit Growing"

Claysville, Washington County—"Vocational Agriculture"

Trinity, Washington County—"Vocational Agriculture"

Elders Ridge, Indiana County—"Poultry Marketing"

Fleetville, Lackawanna County—"Soil Erosion"

The Home Economics exhibits selected for the 1940 Show are as follows:

Schwenksville, Montgomery County—"Any Girl Can Have a Closet"

Washington-Derry Twp., Montour County—"Refinishing Furniture"

North Wales, Montgomery County—"Wanted—A Cellar"

Hatboro, Montgomery County—"Perk Up Your Pictures"

Orangeville, Columbia County—"Inexpensive Nursery"

Laceyville, Wyoming County—"Hour Wise"

Dallastown, York County—"Where Your Dollar Goes"

Each type of exhibit will be judged and placed by competent committees and a total cash award amounting to \$295 will be distributed to the agricultural and the same amount to the home economics window exhibits.

New Titles in Personal Growth Leaflets

The series of personal growth leaflets issued by the Hugh Birch-Horace Mann Fund of the National Education Association include the following new titles:

Your Citizenship in the Making

The Growing Teacher

The Story of the National Education Association

NEA Platform and Resolutions

Individual Guidance through the Schools

Projects for Local Associations

The Story of American Education Week

Our Faith in Education

Teaching Materials for Rural Schools

Student Selfgovernment

Have You Had Your Vitamins

Shall I Become a Smoker

How To Become an Expert Typist

Suggestions for FTA Organizers

Programs for FTA Clubs and Chapters

Education for the American Way of Life

These leaflets may be secured at one cent per copy from the National Education Association, 1201 Sixteenth Street, N. W. Washington, D. C.

Goals of the State Homemaking Education Program

The present concept of homemaking education emphasizes home and family living for youth and adults in school and out of school. This necessitates working with agencies in the community other than the school to become acquainted with people on varying income levels in order to determine the interests, needs, and abilities of all groups. With this in mind the goals of the long-time program have been organized in the following terms:

1. Homemaking programs developed on the community basis.
2. Reorganization of homemaking programs in the secondary schools to meet the abilities and interests of all types of pupils in the upper three years as outlined in Bulletin No. 320.
3. Expansion and improvement of the program for out-of-school youth and adults which will involve the development of programs under school supervision and cooperation with agencies in the community working with this group.
4. Development of effective supervisory devices by State supervisors, county advisers, and itinerant teacher trainers cooperatively for the purpose of the better evaluation of pupil-teacher progress.
5. Field studies promoted to determine the basis on which programs should be planned and the content to meet pertinent needs.
6. Development of home economics work centers in several college areas with special emphasis on the colleges where itinerant teacher trainers are employed.

Films on War and American Neutrality

An annotated bibliography of twelve selected 16-mm sound motion pictures dealing with backgrounds of the present war situation and American neutrality, entitled *Films on War and American Neutrality*, has just been published by the Motion Picture Project, American Council on Education.

Publication of this bibliography calls attention of schools and colleges to the motion picture as an historical document which has recorded in sound and pictures the words and action of statesmen and nations leading to the present wars in Europe and the Orient. Suggestions for use of these films and lists of critical questions on the subject of each film are supplied in the bibliography to assist teachers in the intelligent use of these films.

The purposes of the bibliography, as stated in the foreword, are to promote a thorough understanding of the backgrounds of war and the meaning and consequences of American neutrality, to develop an awareness of propaganda at work, and to assist in reaching conclusions as to ways and means by which solution of problems by violence may be abandoned among civilized nations.

To accomplish these purposes the bibliography presents first some general suggestions on methods of using films in the classroom, discusses some of the general issues illustrated by the films, and summarizes the events illustrated by the films which have led to the present international situation.

(Continued on page 15, column 2)

Teacher Education and Certification

HENRY KLONOWER
Director Teacher Education and Certification

Education of School Psychologists

The emphasis in recent years on the diagnostic study of the individual pupil has encouraged a large number of teachers to secure certification as public school psychological examiners or public school psychologists. The office of Teacher Education and Certification reports that one hundred and sixty-three teachers have been granted certificates to act as psychological examiners or public school psychologists. The larger portion of this number have completed the graduate study required for the certificates since the State Council of Education on June 15, 1937 approved the certification standards now in effect.

Certification to act as psychological examiner requires graduation from an approved college or university and the completion of one year of graduate study, including thirty-six semester hours of courses in psychology completed before or after receiving the baccalaureate degree. The public school psychologist's certificate is issued to those teachers who have completed, in addition to a year of graduate study, a total of sixty-six semester hours of approved courses in psychology. For both types of certificates the courses in psychology are distributed in the five divisions indicated below:

1. General and Theoretical Psychology
2. Psychometric Techniques
3. Other Specialized Techniques
4. Related Courses in Psychology
5. Clinical Practice

It is expected that the courses in psychometric techniques in Group 2 will be graduate courses dealing with the administration of individual verbal and non-verbal tests. The courses assigned to Group 3 deal with the measurement techniques now widely used in the diagnosis of pupils' abilities, interests, and aptitudes.

Experience as an interne in psychology at a mental hospital, or penal institution, or in a school for the feeble-minded, delinquent, deaf, or blind; or experience in psychological work in a guidance clinic, or in a public or private schools may be accepted in discharge of the clinical practice requirement. Not less than three semester hours of clinical practice shall be completed in connection with the public schools. Credit for clinical practice may be applied toward either of these certificates on receipt of a statement signed by one of the following persons under whose supervision the clinical work was done:

- . 1. Director of a clinic or hospital.
2. Professor of clinical psychology in a college or university
3. A certificated public school psychologist

One hundred and thirty-five clock hours shall be considered equivalent to three semester hours.

It is not necessary that the persons seeking these special certificates be certificated as teachers, but it is considered highly desirable that they be certificated teachers. At the present time the office of Teacher Education and Certification is issuing a separate college provisional certificate valid for the services of psychological examiner or public school psychologist. The certificate is not valid for teaching and teacher's certificates are not extended to include these specialized activities.

Colleges and Universities Offer Extension Courses

Teachers in service and other persons who are interested in extending their college education, but who for one reason or another are not able to attend classes on college campuses, may enjoy a rich offering of extension courses throughout Pennsylvania. Eighteen of the accredited colleges and universities are offering extension courses in fifty-four communities in Pennsylvania. A total of approximately two hundred different classes have been organized.

The office of Teacher Education and Certification has recently assembled enrolment figures concerning extension courses. More than three thousand, mostly teachers in service, are enrolled in the classes. Superintendents and principals of schools report that extension classes are one of the most popular types of in-service teacher education. Credits earned on such courses may be applied toward the renewal or making permanent of teacher's certificates, and also toward baccalaureate and advanced degrees. These figures do not include the much larger number of teachers and other students who are enrolled in Saturday and evening courses on the many college campuses throughout the State. It is estimated that the total enrolment in part-time and evening classes will exceed six thousand persons.

The colleges and universities offer extension courses in accordance with the regulations of the State Council of Education. One of the requirements is that the courses offered for teachers in service must be pre-approved by the Department of Public Instruction. Teachers who expect to apply credit earned in extension courses toward any type of certification are advised to ascertain before registration if the courses have been approved for teacher education purposes.

—C. O. Williams, Assistant Director
Bureau of Teacher Education and Certification

College Graduates Increase in Elementary Field

The rising tide of teacher education is reflected in the increased number of elementary teachers who have completed four years of preparation beyond the secondary schools. Approximately 8,000 of the 38,721 teachers employed in the elementary schools of Pennsylvania are college graduates. This number of teachers represents 18.8 per cent of the total number of elementary teachers employed during the school year 1938-39. During the school year 1937-38, 17.2 per cent of the teachers employed in the elementary schools had completed four years of post-secondary education.

While the average per cent for the entire State was 18.8 per cent, twenty-five counties averaged better than the per cent for the entire State. Beaver County ranked number one in the total list of counties with 41.3 per cent of all the elementary teachers on a four year post-secondary teacher education basis. The city of Pittsburgh, exclusive of Allegheny County, records 40.7 per cent college graduates in the elementary field. Lebanon County has 32.2 per cent of its teachers with a more extended education. The range extends from 5.4 per cent in Juniata County to 41.3 in Beaver County.

Teacher Education and Certification—Concluded

While boards of school directors in some of the school districts have adopted the four-year post secondary preparation level as the minimum for teaching in the elementary field, this standard has not yet become prevalent in all school districts. The general trend is toward increased preparation for elementary teachers beyond the two-year and three-year preparation period as previously prescribed.

The table below indicates the percentage of distribution of teachers in the elementary schools of Pennsylvania based on the extent of their preparation and measured in terms of the college certificate.

County	Per cent	County	Per cent
Beaver	41.3	Centre	16.4
Pittsburgh	40.7	Montour	16.1
Lebanon	32.2	Franklin	16.0
Monroe	30.1	York	15.7
Lehigh	28.5	Warren	15.2
Montgomery	28.0	Luzerne	15.1
Allegheny	27.3	Lackawanna	14.6
Chester	27.2	Somerset	14.1
Lancaster	26.7	Wayne	14.1
Columbia	26.5	Cambria	14.0
Delaware	26.5	Cameron	13.9
Lawrence	26.3	Fulton	13.8
Tioga	26.0	Clarion	13.4
Butler	25.9	Potter	13.4
Clinton	25.2	Snyder	13.1
Pike	24.3	Crawford	13.0
Dauphin	24.2	Huntingdon	13.0
McKean	22.7	Carbon	12.6
Bucks	22.0	Forest	10.8
Washington	21.4	Philadelphia	10.0
Union	20.2	Armstrong	9.9
Blair	19.6	Elk	9.5
Berks	19.5	Clearfield	9.4
Westmoreland	19.3	Bradford	9.3
Indiana	19.1	Schuylkill	9.3
Cumberland	18.5	Jefferson	8.9
Erie	18.5	Fayette	8.8
Greene	18.4	Northumberland	8.1
Northampton	18.2	Perry	7.5
Mercer	17.9	Susquehanna	7.5
Mifflin	17.6	Wyoming	7.1
Adams	16.9	Bedford	6.8
Sullivan	16.7	Venango	5.9
Lycoming	16.6	Juniata	5.4

Table to be read as follows: 41.3 per cent of all the teachers employed in the elementary field in Beaver County are college graduates and hold college certificates to teach in this field.

—Henry Klonower, Director
Bureau of Teacher Education and Certification

Certificates for Part-time and Evening Classes

The increasing demand throughout the State for part-time and evening classes has called into being types of certificates that are not used for the regular day school program. The State Council of Education has authorized the issue of two types of certificates for the part-time classes.

The vocational extension certificate is issued to persons who are to teach vocational classes in the evening schools or in part-time classes in districts that are to be

reimbursed from Smith-Hughes or George-Deen vocational funds. This type of certificate is issued to persons who have completed six years or more of practical experience in the activity or occupational field to be taught. Applicants who are graduates of four year technical or vocational curriculums in accredited colleges or universities may substitute their educational experience for the required practical experience to the extent of four years.

The temporary extension standard certificate is issued to teachers who are engaged in adult education and recreation and other extension activities. In such cases, the school districts are reimbursed for the services of the school teacher from funds allocated for adult education. This certificate is issued to persons who have completed two years or more of approval post secondary school education, or its equivalent in education or experience, or both.

Both of these certificates for part-time or evening classes are issued on the request of the county or district superintendent under whose authority the classes are to be organized. The certificates are not made permanent but are renewed for one year at a time on receipt of a rating card indicating successful teaching experience and on the request of the superintendent.

Teacher Participation in Policy

“The proper role of the well-prepared teacher of today in formulating educational policy is not, however, limited to the fields of instruction and curriculum-making. In many school systems definite provisions have been developed for teachers to share fully and systematically in the study of all educational problems and in the development of comprehensive educational policies. In earlier years, when most teachers were transient employes, lacking in professional preparation and outlook, a case could be made for a benevolent dictatorship of the schools by a small group of administrative officers. Today, in schools where teachers are as well prepared professionally as the administrative group, there is need for a complete recognition of their professional position and of the unique and valuable contribution which they can make to all phases of educational service. Such recognition will require not only adjustments in the type of leadership provided by administrators, but also an enlarged sense of professional responsibility on the part of a well-prepared teaching staff.”

—*The Purposes of Education in American Democracy*
Educational Policies Commission

Films on War and American Neutrality

(Continued from page 13, column 2)

The bibliography is divided into three sections: Events leading to the present European war, the war situation in the Orient, and the machinery of peace and American neutrality. Each section contains detailed description of the content of the films, appraisals of the films, a series of critical questions which may be used as a basis of discussion, and a selected bibliography of references. The producer and distributors of each film are listed.

Another section of the bibliography includes necessary information on the names and location of distributors of the films, and a final section lists in full the book and pamphlet references indicated in connection with the various films.

Films on War and American Neutrality may be obtained from the American Council on Education, 744 Jackson Place, Washington, D. C. It is mimeographed, contains forty-eight pages, and sells for twenty-five cents.

State Library and Museum

JOSEPH L. RAFTER
Director State Library
and Museum

EXTENSION DIVISION

Traveling Libraries Serve Over 300 Rural Communities

Unique among the varied functions of the Extension Division of the State Library is the Traveling Library, or T. L., as it is familiarly known to some 300 rural districts of the State.

The Traveling Library was created to serve the small communities whose reading needs were great but whose opportunities for obtaining books were limited. In many sections there were originally no libraries of any kind. Often a key city or town furnished the only library facilities for an entire county.

The tremendous growth of the free public library all over the United States has kept pace with the increased educational opportunities offered by schools and colleges. Pennsylvania has gone forward in her own right. But in one particular phase both school and library education in the nation has a tremendous task ahead. That is in the rural districts.

Consolidation of schools has, it is true, increased rapidly in the past decade but there is still a large number of isolated districts. Because of expense and organization difficulties library opportunities for outlying communities have been even slower in their growth than educational systems.

The result is that the nation at large and Pennsylvania as a state have been woefully unprepared to meet the reading demands of the rural population. And that population, through the public school, the radio, newspapers, magazines, and twentieth century up-to-dateness developed an appetite for better books which was nothing short of voracious.

Ways and means had to be found whereby that appetite could be at least partially satisfied. The Extension Library was functioning but its book supply was limited and its budget at a minimum. It was having difficulty in meeting the demands for existing public and school libraries. It was impossible to consider furnishing large numbers of books to the smaller communities for permanent use.

One thing could be done, however, and that was to circulate a limited supply of good books to communities which had the initiative to organize. In such hamlets dependable people could be found who were willing to take the responsibility of receiving, circulating, and returning the volumes borrowed. Thus was born Pennsylvania's Traveling Library.

The Extension Library now prepares and ships boxes of 50 carefully selected and worthwhile books to more than 300 Traveling Libraries stationed throughout the State. These stations are chosen on the basis of the size of the community (approximately 800 population or less), its isolation from a public library, and the dependability of its organizing personnel.

Definite regulations are prescribed for the Traveling Librarian who organizes and maintains the station. He or she is generally a public spirited individual who has recognized the community reading problem and has had the initiative to help solve it.

The traveling librarian is asked to fill out a registration card and obtain the signatures of six reputable citizens who will act as community sponsors. A suitable location, preferably a private home or local store readily available

to the public, is chosen. When personnel and site have been pronounced satisfactory by the Extension Library, 50 books are shipped for a six months' loan period.

The traveling librarian (who may or may not have had any library training) is instructed in the simple charging procedure necessary for circulating the books among the population, and is furnished with the required minimum equipment for efficient administration of the Traveling Library Station.

In the selection of books great care is taken by the Extension Library to meet the special reading needs of the individual community. The original registration card, signed by the sponsors and the librarian, contains information on the village and district, population, types of industries, reading tastes, et cetera.

This information serves as a guide to the Extension Division's T. L. librarian in choosing a representative list of juveniles, both fiction and nonfiction, and additional books of various kinds, biography, readable philosophy, history, current fiction and classics. Frequently a check list of 75 books is sent to the librarian first so that the one person who best knows rural conditions may have a hand in selecting the reading material for that community.

The only charge made for this service is the Transportation cost of books shipped. A traveling library cabinet is furnished gratis to each station and serves as a storage and display case for the books. This is returned at the end of six months and is repaired, if necessary, by the Extension Division. Shipping cases for both the cabinets and the books (they are sent separately to avoid damage) are sent upon request at the expiration of the borrowing period.

Every six months the old books are returned and a new selection of 50 made up and shipped back. Thus twice a year a community furnishes its reading public with a small but very personal library of its own.

In more than one instance this modest start has so fired the resourceful, progressive rural group with enthusiasm for reading opportunities that they have organized not only a bona fide free public library of their own but have eventually obtained a county-wide library system.

From such small beginnings do great things come, and thus has Pennsylvania, as a state, attained her place among the nation's leaders. Yet in library service among the rural districts she has just scratched the surface of progressive administration. She has 300 Traveling Libraries but another 500 are needed in the rural areas of the Commonwealth. She has 14 county libraries but upwards of 50 counties still depend on inadequately equipped individual communities for county-wide rural library service.

—Horace M. Byrnes
Extension Librarian

COUNTY LIBRARIES

On November seventh of last year the citizens of Cameron County voted to levy a one-mill tax to maintain a county library. This is the first time a vote for county library service has been successful in Pennsylvania, although for many years some of our libraries have been giving service to people outside town limits and receiving financial support from the counties in which they are located.

The first county library to be established in Pennsylvania was that of the Susquehanna County Free Library

State Library and Museum—Concluded

and Historical Society, organized in 1902. This library was a gift to the people and was supported by gifts and endowments. In 1924 it received its first financial appropriation from the County Commissioners and started bookmobile service.

The A. Herr Smith Library of Lancaster began to serve the Lancaster county people in 1919 and Lancaster was the first county in the State to make an appropriation from county funds to aid the library.

Dauphin County followed these two in 1925 when the commissioners appropriated money to the Harrisburg Public Library to start county service and bought a bookmobile, "The Cardinal," to make possible the more efficient distribution of books.

In 1931, with the passage of a bill in the Pennsylvania Legislature authorizing the giving of state aid to county libraries, the organization of libraries on a county basis received new impetus. If state aid and the depression had not arrived almost simultaneously, the establishment of county library service would have been more rapid.

But while the depression undoubtedly retarded the development of county libraries, it just as surely emphasized the need for books throughout the State. With the enforced leisure many people who had read little or none at all turned to books. Established libraries found it impossible to supply the demand for more and more books; especially since library revenues were reduced as the depression became more acute. With increased use librarians found their books wearing out and their book stock dwindling with no money for replacement. Not only the fiction shelves showed big gaps, but those which held books of history, biography, science, et cetera, as well.

There has been an ever-increasing demand for books of useful knowledge; books on industry, trade, economics, for instance. As the demand for books grew the people became more conscious of libraries and the service they rendered, and while the realization of the cost of such service has not grown with the demands made upon it, there has been an awakening even here.

In the 1939 Legislature the amount appropriated for state-aid for county service was increased from \$28,000 to \$40,000 for the biennium in spite of the need felt by all to plan the budget as economically as possible. This sum will barely meet the obligations of the State to the already established county libraries and provide for those counties which have evinced an interest in organizing such service in the coming year.

That there is an increasing realization that the county is the unit of government best able to support free libraries at the least per capita cost cannot be gainsaid.

The overhead cost is reduced by concentrating in one place much of the routine of buying and preparing books for distribution, while books bought in quantity may be procured at a better discount. Moreover, the books, by means of free circulation over a whole county, serve more people and thereby better justify their purchase price.

A trained, efficient county librarian, acting as supervisor over the branch libraries and smaller library stations placed in all the towns and villages, may develop enormously the service rendered by the persons in charge of these. This trained supervision makes it possible to establish branches and stations with untrained or partially trained people in charge, who in the beginning of county library development receive no salaries.

The question is often asked—How do the people of a county who want such service get it started? The way

it has been done in several of our counties may be briefly outlined as follows:

1. Two or three people who are interested, or possibly an organization such as the County Federation of Women's Clubs, Service Clubs, Pomona Grange, may be the instigators of the movement.

2. By personal contacts, by letters written to organizations throughout the county, by newspaper articles, and various other means, the value of such service is called to the attention of as many county people as possible. From the response received the committee may feel justified in calling a public meeting in some central place in the county for the purpose of discussing the subject and considering ways and means.

3. Letters, postals, and handbills as well as newspaper notices may announce this meeting to which all interested people are invited, including the county officials. At this meeting if the vote in favor of the establishment of a county library is carried, a committee is chosen with authority to act.

The duties of this Committee are to prepare a tentative budget of the cost of such service and to present the question of its support to the county commissioners. Sometimes the committee feels it advisable to get a more concrete expression of opinion from the people of the county as to whether or not they really want such a library. In which case, return postals may be sent out to as many people as possible.

Such responses, especially if they represent a fair proportion of the citizens, are a very potent factor in securing county aid.

Should the committee be successful in obtaining an appropriation from the county commissioners, a Board of Directors is appointed by the county commissioners to organize the library and the work of the organization committee is finished.

Or the interest of this committee may prompt them to effect a permanent organization to act as a "Friends of the Library Association." The function of such an organization would be to keep alive the interest in the county library, to provide volunteer librarians, and to aid the Directors and County Librarian in finding suitable housing for the branch libraries and stations.

State aid is based on the size of the counties and the amount of the appropriation made by county commissioners from the county taxes. All but first and second class counties are eligible for this state aid up to a yearly maximum of \$2,500.

State Aid for Library Service

Classes of Counties	Percentage of Aid Calculated on County Appropriations
3	20
4	25
5	33
6	50
7	75
8	125

The foregoing table shows the percentage of stateaid for thirty-three counties, determined in accordance with their size and the amount of appropriations made from county taxes by county commissioners.

—Evelyn L. Matthews
Assistant Extension Librarian

Professional Licensing

JAMES A. NEWPHER
Director Bureau of Professional Licensing

The State Pharmacy Laboratory

Report for 1938

The year 1938 witnessed one of the most important events in Pennsylvania for the protection of the public and for the advancement of Pharmacy. This was the establishment of the Pharmacy Laboratory for the testing of drugs. Legislative authorization had been made for the Laboratory as far back as 1909. Because of a lack of appropriation the project was not begun until recently.

The Laboratory has now been established at 114 Walnut Street, Harrisburg, and is engaged in the testing of drugs submitted to it by Investigators for the Bureau of Professional Licensing. Operations are in charge of the Chief Chemist, Joseph F. McDonnell, Jr. with the assistance of a Junior Chemist, Mr. Philip M. Fairlamb.

It is the policy of the Laboratory to obtain drug samples from all sources where they may be in distribution. The Pharmacy Law enforcement has, therefore, been changed from a mere inspection of pharmacies to the supervision of drugs and their distribution. Neither the legislative act nor the amount of the appropriation permit making the Laboratory available to either pharmacists or the general public for the indiscriminate testing of samples. Such work is a province of the commercial laboratories. A follow-up, however, will be made of any authentic information or suspected infraction of the Pharmacy Laws submitted by pharmacists or others. Certain facts relative to the findings of the Laboratory will indicate the importance and value of the work being done.

I. Samples Tested

The chief function of the State Pharmacy Laboratory is that of testing samples of drugs furnished the Laboratory by Investigators affiliated with the Department of Public Instruction. The total number and variety of samples tested during the year 1938 is praiseworthy and clearly indicates the service which the Laboratory is able to give the citizens of this Commonwealth. It will be noted that products perhaps most commonly used have received major attention during the year 1938. This seemed to be the wiser procedure to follow since the Laboratory was in the process of being established and since its service could in this way be of greatest value. The following number and variety of samples were tested:

Tincture of Iodine	431
Sweet Spirit of Nitre	62
Milk of Magnesia	38
Lysol	37
Solution of Hydrogen Peroxide	27
Essence of Peppermint	21
Solution of Citrate of Magnesia	21
Aspirin Tablets	20
Aromatic Spirit of Ammonia	17
Lime Water	17
Mild Tincture of Iodine	17
Epsom Salt	16
Witch Hazel Water	14
Rubbing Alcohol	12
Camphorated Oil	12
Larkspur Lotion	12
Adhesive Plaster	11

Bad-Ex Salt	7
Household Ammonia	6
Cresolene	5
Hinkles Cascara Tablets	5
Seidlitz Powders	4
Calomel Tablets	4
Solution of Formaldehyde	3
Prescriptions	3
Man-O-Scin Herb Compound	3
Spirit of Camphor	3
Yuma Indian Wonder Herbs	2
Rat-Nip	2
Oil of Wintergreen	1
Compound Tincture of Benzoin	1
Argyrol, solid	1
Mild Silver Protein, solid	1
Solution of Mercurochrome	1
Zinc Oxide Ointment	1
Paregoric	1
Biodine	1
Iodochrome	1
Creol	1
Klenol	1
Liseptol Cresolene	1
Marmin Tablets	1
Herb Doctor Compound	1
Drene	1
Gen-Sen	1
Thourolax	1
Riecks Natural Herbs	1
Madame Heil Ammons Alstore	1
Dr. Whites Indian Cough Medicine ..	1
Yuma Indian Wonder Oil	1
Pawnee Powdered Herbs	1
Crown Eucalyptolated Oil	1
Rosenbergs Herb Tonic	1
Aunt Nells Indian Medicine	1
Cryst-L-Dex	1
Rosdex Crystals	1
Fatherland Tea	1
Crowls Indian Balsam	1
Yagers Liniment	1
Herblax	1
Unlabeled Medicine	1
Powd-Rx-Base	1
Frxesh No. 1	1
Frxesh No. 2	1

TOTAL 867

II. Sources of Samples

The samples tested in the Laboratory were obtained from twenty-six different sources. This clearly indicates the variety of agencies handling pharmaceutical products. It is particularly interesting to note some of the types of agencies. It is necessary to raise the question as to whether all agencies such as the ones presented below should have the privilege of handling pharmaceutical products. The sources are as follows:

Pharmacies	201
Cut-Rate stores	227
Groceries, food markets, food stores, food fairs, fruit markets, meat mar- kets, et cetera	207
Restaurant	1

Professional Licensing—Continued

Candy and confectionery stores	19
Road Stand	1
Soda Fountain	1
Taverns and beer sellers	3
Variety stores, 5 & 10 cent stores, "Cash & Carry," et cetera	111
Notion stores	2
Department stores, general stores "mercantile company," et cetera	26
Cigar stores	7
News stands and agencies	4
Stationery store	1
Hardware stores	4
Barber shops	2
Beauty store	1
Perfume stores	2
Feed store	1
Printing shop	1
Gasoline station	1
Peddlers supply house	1
Vendors	19
Manufacturers	12
Wholesale druggists	6
Special	6
TOTAL	867

III. Violations Reported

The testing of samples is only part of the task. After tests have been made reports indicating violations must be made to the proper law enforcement agency. This agency is the State Board of Pharmacy, which through the cooperation of the Division of Law Enforcement of the Department of Public Instruction prosecutes those who are guilty of violations. The number of violations as compared with the number of samples listed is noteworthy. The number of violations would indicate the great need for the Laboratory in the interest of public health. The types of violations are significant. The greatest number of violations consisted of two types, namely, violations of the law pertaining to poisons and adulteration and misbranding. Almost daily newspaper accounts testify to the need of constantly checking violations. The violations reported are:

Adulteration and Misbranding	287
Adulteration only	15
Misbranding only	12
Poison Law violations	404
Insignia violations	38
Dispensing violations	7
TOTAL	763

IV. Findings From Tests

A brief report of the findings from tests made will prove to be enlightening and helpful. These findings are presented in a classified form so that the reader may refer with ease to any particular class:

Adhesive Plaster

Adhesive Plaster was usually of standard quality, but one sample was declared to be adulterated and misbranded because the weight of the cloth backing did not meet the U. S. P. requirement of 1.18 Grams per 100 square centimeters.

Argyrol

The solid Argyrol and Mild Silver Protein were tested to compare their silver content. The Argyrol was found to have 19.80% silver and the Mild Silver Protein contained 19.64% silver.

Aromatic Spirit of Ammonia

Aromatic Spirit of Ammonia has been found low in total ammonia, or normal ammonium carbonate, or both.

Aspirin Tablets

Aspirin Tablets were found with the content of drug below the 92.5% minimum permitted by the National Formulary. Since reliable manufacturers have expressed the opinion that the present official tolerance is too wide, it is strongly suspected that many manufacturers are not attempting to put the 100% drug strength, or five grains, in the tablet, but are manufacturing to the lower standard.

Both of the low strength Aspirin Tablets were found in non-Pharmacies, one of the samples being in small envelopes attached to a sales card.

Bad-Ex Salt

The case of Bad-Ex Salt was interesting in that a physician who owned and prepared this proprietary medicine, compounded it in the cellar of his residence with the poisonous tartar emetic instead of tartaric acid, causing serious illness to purchasers. As this report is written, the Board hearing has not yet been held as the physician-owner is in Europe.

Biodine

The Biodine contained free iodine and was, therefore, poisonous.

Calomel Tablets

Calomel Tablets were of correct strength but were frequently substituted on sale when Calomel and Soda Tablets were asked for.

Camphorated Oil

Camphorated Oil deficient in camphor was discovered.

Cancer Bacterial Filtrate

This case was investigated. It was a Filtrate made in the Biochemical Research Foundation in Philadelphia, and caused the deaths of a number of patients in Florida.

Cresolene

The product Cresolene is an emulsifying type disinfectant preparation of a coal tar distillate, having a content of total phenols of around 10%. Similar products are Liseptol, Cresolene, Creol, Klenol, and a host of others. Since the product is a poisonous drug, it may not be sold in a non-Pharmacy. Cresolene is apparently a generic term for this type of article as many manufacturers make it under this title.

Distilled Extract of Witch Hazel

This article was usually of official standard quality.

Epsom Salt

Epsom Salt was usually of standard quality.

Formaldehyde

Solution of Formaldehyde was obtained below strength. It should be noted that the U. S. P. directs that this preparation be preserved in a moderately warm place, protected from light.

Essence of Peppermint

Essence of Peppermint has been generally of good quality.

Gen-Sen

Gen-Sen was sold by a demonstrator-vendor in a cut-rate store with the aid of electrical voice-amplifiers. The insinuation was made that the product contained ginseng root and was herbal in character. It consisted of vegetable drugs including senna, with sulphur, sugar, and epsom salt. The vendor was fined fifty dollars and costs in the Dauphin County Court.

Hinkles Cascara

Hinkles Cascara Pills or Tablets contain strychnine and, therefore, cannot be sold in a non-Pharmacy. Those not containing strychnine were an adulteration of the official N. F. product.

The recent issuance of the third list of corrections to the N. F. VI authorizing the deletion of strychnine from the formula for Hinkles Cascara Compound Pills retroactively official from January 1, 1939 may nullify these cases in regard to the strychnine content.

Household Ammonia

Samples of Household Ammonia were investigated but as these were not offered for sale as a drug no jurisdiction was exercised over them. Incidentally their strength ran from 0.9% to 8.5%, usually about 3%.

Hydrogen Peroxide

Solution of Hydrogen Peroxide of low strength has been obtained.

Professional Licensing—Concluded

Iodochrome

Iodochrome bore the statement "Iodochrome is Iodine" whereas no free iodine was detected.

Larkspur Lotion

Larkspur Lotion, being a poison, was unlawfully sold in non-Pharmacies.

Lysol

Lysol was purchased because its sale is unlawful in non-Pharmacies. When sold in Pharmacies it must have the name and address of the store placed upon the bottle. The manufacturer has in 1938 changed the package to make it possible to fulfill this requirement of the law without disfiguring the outside carton.

Magnesium Citrate

Solution of Magnesium Citrate has usually been of correct strength but very frequently the contents are of short volume. Few manufacturers supply the 350 cc. of the U. S. P. formula, but as the U. S. P. XI reduce the dose from 350 cc. to 200 cc. no violation was declared on that point. However, many of the bottles fell short of the contents declared on the label or cap.

Frequently this article is sold without any manufacturers name or address on it. In such cases it is presumed to be dispensed by the seller, and if a non-Pharmacy it constitutes a dispensing violation.

Milk of Magnesia

Milk of Magnesia was usually of proper strength but one bottle prepared by one of the largest manufacturers in the country was down almost to half strength.

Rat-Nip

Rat-Nip containing phosphorus and being a poison may not be sold in non-Pharmacies.

Rosenbergs Tonic

The case of Rosenbergs Tonic also originated at a county fair. The manufacturer made affidavit to desist from further preparation of this nostrum.

Rubbing Alcohol

Rubbing Alcohol, if made of specially denatured alcohol was of proper strength, but some consisted of isopropyl alcohol. One sample contained only 35% of this substance.

Seidlitz Powders

Seidlitz Powders were all of official standard.

Sweet Spirit of Nitre

Sweet Spirit of Nitre was obtained in varying strengths down to zero per cent of ethyl nitrite. One sample, obtained from a firm supplying merchandise to peddlers, consisted of five bottles of the following strengths: 0.38, 1.91, 1.35, .009, and .19%. When it is considered that the purchaser should receive 4% ethyl nitrite the degree of the fraud is realized.

Many dealers have complained that we should not expect Sweet Spirit of Nitre to be any good because of its unstable nature. The fact of its liability had been taken into account by the U. S. P. committee in fixing the standards wherein a tolerance of 25 per cent (3.5 to 4.5%) is permitted. Further, if the preparation is kept in small, well-filled bottles in a cool, dark place, deterioration will not occur in a reasonable length of time.

One sample of Spirit of Ethyl Nitrite contained a deep yellow coloring matter.

Many of the shop labels for this product are misbranded in stating the number of grains of ethyl nitrite per fluid ounce. Taking the specific gravity of the preparation into consideration, the maximum amount of ethyl nitrite possible in an official article is 16.9 grains per fluidounce with an average of about 14.8 grains per fluidounce.

Thourolax

The case of Thourolax involved a product represented by a vendor at a county fair at Lehighton to be agar and other drugs including vitamins. It actually consisted of psyllium seed. The vendor was given a suspended sentence in the Carbon County Court.

Tincture of Iodine

The condition of Tincture of Iodine on the market, particularly that sold in applicator bottles, warranted that particular attention be paid to this item.

Of the Tincture of Iodine purchased in Pharmacies, 18½ per cent was substandard, while of the same product purchased in non-Pharmacies, 53 per cent was substandard. In other words, almost

one sample in five of Tincture of Iodine from Pharmacies was bad, while in non-Pharmacies the purchaser did not have an even chance of obtaining a standard grade of Tincture of Iodine.

Many of the samples were below strength and a small number over strength due to the evaporation of the solvent.

A great number of the samples of Tincture of Iodine were contaminated with a substance giving a brownish or black residue on evaporation. This may possibly originate in the rubber stoppers used in the applicator bottles and it is suggested that glass stoppered bottles be used. Nineteen of the samples contained a red dye, the origin of which is unknown and which should be further investigated.

It has been found in general that Tincture of Iodine dispensed directly from large glass stoppered stock bottles is in much better condition than that sold in small rubber stoppered applicator bottles.

Mild Tincture of Iodine was in even worse condition. This product is often substituted on sale for the seven per cent tincture. The word "mild" was often found on the label in much smaller letters and frequently in a different color ink with the obvious intention of misleading the purchaser into the belief that this was the stronger official tincture.

Out of 14 samples of Mild Tincture of Iodine purchased in non-Pharmacies, 13 were adulterated or misbranded or both.

The sale of poisons for use as drugs is unlawful in non-Pharmacies. Any preparation containing free iodine was declared a violation of the poison law.

V. Other Findings and Observations

Of the proprietary preparations examined, most were found to have labels bearing extravagant claims but were otherwise passable at the present time.

In a number of cases the Pharmacy Laboratory worked in close cooperation with the U. S. Food and Drug Administration.

It was found that certain cosmetics bore insignia in violation of the Pharmacy Law when sold in non-Pharmacies.

The use of pharmaceutical insignia in non-Pharmacies is contrary to law. The use of a mortar and pestle, Rx, show globe, caduceus, or similar insignia on labels when sold in non-Pharmacies was declared a violation of the insignia section of the Pharmacy Law.

It is believed that the 1938 drive on county fair vendors was particularly effective and will be repeated.

Conclusion

The establishment and operation of the State Board of Pharmacy Laboratory began a much-needed work of benefit to the people of Pennsylvania.

The extensive adulteration and misbranding uncovered by the Laboratory discloses the necessity for a continuation of the work and especially of a Tincture of Iodine project for 1939.

Another project to be repeated in 1939 is the sampling of demonstrator-vendors of quack medicines at the county fairs and elsewhere. The annual toll still exacted from the State's medicine bill by these fakers is astonishing to the thinking person, and it is felt that it is the duty of the Pharmacy Laboratory to eliminate or reduce this needless waste.

(Continued on page 28, column 1)

Pharmacy Examinations

The State Board of Pharmacy will hold examinations at Philadelphia and Pittsburgh, January 10, 11, and 12, 1940, for applicants desiring registration as pharmacists and assistants.

Pennsylvania in History

FRANK W. MELVIN
Chairman Pennsylvania
Historical Commission

Pennsylvania Historical Societies

(Continued from last issue)

The Historical Society of Pennsylvania, 1300 Locust St., Philadelphia

The Society is open to the public from nine a. m. to five p. m. every day except Sunday. During the months of July and August it closes at four p. m. and does not open Saturdays. One of the most important historical depositories in the United States. Included in its collections are books and pamphlets from the library of Benjamin Franklin; the issues of the presses of the famous Pennsylvania printers of the 18th century, the Bradfords, Franklin, Keimer, Saur, Robert Bell, Aitken, Cist, Carey, and others; the Cassel collection of Pennsylvania German Imprints; the Baker collection of Washingtoniana; the original of the first map of Pennsylvania, prepared before Philadelphia was laid out with Penn's brief account of the province attached; the original Holme's Map of Pennsylvania; an almost complete set of the Poor Richard Almanacs, including the first issue of 1733; the Charlemagne Tower collection of colonial laws; the Kennedy collection consisting of over 600 water colors of many buildings in Philadelphia no longer standing; the Ferdinand J. Dreer collection of autographs; Penn Manuscripts; the manuscripts of General Anthony Wayne, James Buchanan, Jay Cooke, and others, and approximately 400 letters and documents written by Washington, including his first survey and his last letter. Inquiries may be directed to the Librarian, Julian P. Boyd, 1300 Locust Street, Philadelphia.

Historical Society of Western Penna., 4338 Bigelow Blvd., Pittsburgh

Principal depository of material relating to western Pennsylvania. Manuscript, newspaper, and pamphlet collection of value. Perhaps the principal acquisition of the year is a file of official records of the city of Pittsburgh, comprising hundreds of folio-sized volumes of assessment records of the years from 1872 to 1901. The library and museum are open daily from nine to five, except Saturday afternoons, Sundays, and holidays. Inquiries may be directed to the Director, Franklin F. Holbrook, 4338 Bigelow Boulevard, Pittsburgh.

Juniata County Historical Society

Local genealogical and historical material available upon request to Miss Rebecca Doty, Mifflintown. The society does not have a building and the Secretary acts as custodian.

The Kittochtinny Historical Society, Chambersburg

The society occupies an alcove in the Coyle Free Library, Queen Street at Second, Chambersburg. The possessions of the society are accessible on the days and hours fixed by the Library. Inquiries may be directed to the Secretary, Arthur W. Gillan, 413 Chambersburg Trust Building, Chambersburg.

Lackawanna Historical Society, Everhart Museum, Scranton

Library and historical museum are housed in the Everhart Museum and open to the public four days a week. The extensive collection of the society includes old Bibles, pamphlets, almanacs, letters, deeds, and maps. Publications of many authors and poets of Lackawanna are available. The museum from time to time has special

displays. Inquiries may be directed to the President, Joseph F. Gunster, Scranton Life Building, Scranton. Lancaster County Historical Society, 307 North Duke St., Lancaster

The library and museum are not open except by an appointment with Mrs. Charles M. Coldren, 419 College Avenue. If research work is requested a small fee is asked. Genealogical and cemetery records on file in the library. Newspaper clippings relating to historical subjects are available. Valuable collection of china is on display in the museum.

Lawrence County Historical Society, New Castle Public Library, New Castle

Collections of the Lawrence County Historical Society are housed in the New Castle Free Public Library, and include local histories, old documents, and early surveying instruments. An important gift from the County Commissioners is bound newspapers of the county dating from 1849 to 1920. Many military records are on file. The New Castle Free Public Library is open every weekday from nine a. m. to nine p. m. and the society collections are available nine a. m. to five p. m. Inquiries may be directed to the Librarian, Miss Alice M. Sterling, 338 Shaw Street, New Castle.

Lebanon County Historical Society, Hauck Memorial Building, 6th and Walnut Streets, Lebanon

Extensive library and museum collection housed in the Hauck Memorial Building, 6th and Walnut Streets. A new and worthwhile accession, the complete collection and equipment of Col. Harry H. Barnhart, includes military clothing, sword, photographs, letters (one from General Pershing), pictures, World War scenes, his personal decorations, medals, diaries, commissions, and logs of his two trips to Europe. A special room has been provided for this collection together with machine guns and other relics of the World War contributed by the V. F. W. Post and the American Legion Post. Library and museum open Mondays to Saturdays inclusive, nine-thirty to five. Inquiries may be directed to the Secretary-Librarian, Charles D. Weirick, Esq., 601 Walnut Street, Lebanon.

Lehigh County Historical Society, Historical Society Bldg., Allentown

Material available on Pennsylvania German history. Library and museum open to the public Saturday afternoons one to five. Extensive files of local newspapers. Inquiries may be directed to the Secretary, Charles R. Roberts, 520 North Sixth Street, Allentown.

Lycoming Historical Society, Williamsport

Foundations of important collections, but space for use and display is inadequate. Especially noteworthy for material on the Pennsylvania lumbering industry. Inquiries may be directed to the Secretary, Miss Katharine Williams Bennet, 19 East Fourth Street, Williamsport.

Mifflin County Historical Society, Inc., Municipal Bldg., Lewistown

Library and museum in Lewistown Municipal Building Third and Main Streets, contain several hundred historical volumes, newspaper files, pamphlets, classified historical and genealogical clippings, manuscripts, complete set of *Colonial Records* and *Pennsylvania Archives*. All material available to the public on Mondays seven to nine p. m. Inquiries may be directed to the President, J. Martin Stroup, 53 North Pine Street, Lewistown.

Pennsylvania in History—Continued

Monroe County Historical Society, Mansion House, Stroudsburg

The library and museum housed in the Mansion House, 9th and Main Streets, Stroudsburg, are open by appointment. The Carl Claussen collection is on display in the museum and the library material includes volumes on Connecticut, Pennsylvania, Wyoming Valley, and local history of Monroe and neighboring counties. Inquiries may be directed to the President, Dr. Robert Brown, 612 Sarah Street, Stroudsburg.

Historical Society of Montgomery County, Historical Society Building, Norristown

A fine library and museum containing much material on this region are open every day except holidays and Saturday afternoons, ten to twelve and one to four. Inquiries may be directed to the Secretary, Miss Ella Slingluff, 140 West Marshall Street, Norristown.

The Muncy Historical Society and Museum of History, Historical Society Building, Muncy

The library located in a wing of the Historical Society Building employs a full time librarian and is open to the public ten to twelve, two to five, and seven to eight all days except Sunday. The librarian is also in charge of the museum during the same hours. During the summer months, the society members keep the museum open on Sunday from one to five. The library is listed as a Tourists' Information Bureau. Reference Room of local history and a card index of the *Muncy Luminary*, 1841-1939 available. The museum which is strictly local in scope is constantly being added to from private sources. Family reliques, documents, heirlooms, and archaeological material have been collected. Loan exhibits of antiques are displayed and a small admission fee is charged. Microfilm reproductions of some 10,000 items in the Samuel Wallis Collection of papers relating to early life and trade in Central Pennsylvania have been added recently to the library. Inquiries may be directed to the Corresponding Secretary, Dr. T. Kenneth Wood, 26 North Main Street, Muncy.

Northampton County Historical Society, Historical Society Building, Easton

Valuable library and museum in the Society Headquarters, the old Mixsell Homestead. A collection and exhibition of approximately one thousand historical objects are housed in the museum. Approximately fifteen hundred books, pamphlets, newspapers, etc., are on file in the library. The Society Building is open on stated Sundays throughout the year with hostesses in charge. Inquiries may be directed to the Secretary, Edward F. Reimer, 1310 Northampton Street, Easton.

The Northumberland County Historical Society, Fort Augusta Mansion, Sunday

Library and Museum quartered in the Fort Augusta Mansion. A WPA project is developing the historical material of this area. Its undertakings include translating German minutes of Susquehanna Classis of the Reformed Church, copying church records, sketching original land grants, indexing society publications, classifying newspaper files in portfolios, and typing historical material and classifying it in binders. Museum and Library open eight-thirty a. m. until four-thirty p. m., Monday, Tuesday, Wednesday, and Thursday of each week. Inquiries may be directed to the Secretary, Heber G. Gearhart, Y. M. C. A. Building, Sunbury.

The Pennsylvania Society of the Colonial Dames of America, 1860 Latimer Street, Philadelphia

The society is the custodian of Stenton Mansion built by James Logan in 1728 and located at 18th and Courtland Streets, Philadelphia. It is one of the finest examples of colonial architecture in the country. It is completely furnished, much of the furniture having belonged to James Logan and his family. The gardens are especially noteworthy. The Mansion is open to the public every afternoon except Thursday and Sunday. The library at the society headquarters, 1630 Latimer Street, is open to members only. Inquiries may be directed to the President, Mrs. Stacy B. Lloyd, Mill Creek Road, Ardmore.

The Historical Society of Perry County, Louise Beard Memorial, Newport

The society collection of many interesting relics and papers is housed in the rooms of the Louise Beard Memorial, Newport. The Library Committee is busily engaged with the proper arrangement of the collection in display cases and upon completion the museum will be open to the public. Inquiries may be directed to the President, Major Edward L. Holman, Carson Long Institute, New Bloomfield.

The Philadelphia Society for the Preservation of Landmarks, Powel House, 244 South Third Street, Philadelphia

The Powel House is open daily except Sunday from ten to five. Four main rooms and the garden were recently restored, and furnishings for the House are in a process of development. A small admission fee is charged. Inquiries may be directed to the President, Miss Frances A. Wister, 1112 Spruce Street, Philadelphia.

Potter County Historical Society, Court House, Coudersport

Library and Museum are housed at the Court House in Coudersport. Among the many interesting items on file in the library are found early newspapers of the region including *Potter County Journal* from 1848, business and account books 1830-1860, and old textbooks 1829-1850. Museum displays early household utensils, dishes, tools, furniture, and lamps. The library and museum are open weekdays nine to four and Saturdays nine to twelve. Inquiries may be directed to the Secretary, Mrs. Mary E. Welfling, Coudersport.

Presbyterian Historical Society (Dept. of History of the Presbyterian Church in the U. S. A.) 520 Witherspoon Building, Philadelphia

Library and Museum, located on the fifth floor of the Witherspoon Building, Walnut and Juniper, in Philadelphia, are open daily from nine a. m. to five p. m., except Saturdays when it is closed at twelve noon. During the summer months, from the last Saturday in June to the second Saturday in September, the library and museum are closed. New additions to the library and museum include historic gavels; oil paintings and miniatures; Aitken Bible; Governor Penn's Proclamation of 1764, printed by Franklin and Hall; 1200 new books on Hymnology; manuscript of Beatty's Journal, 1776; manuscript minutes of the Presbytery of New Brunswick, 1738-1798; and manuscript sermons and letters of Samuel Davies and Charles Beatty. Inquiries may be directed to the Secretary, Thos. C. Pears, Jr., L. H. D., 520 Witherspoon Building, Philadelphia.

Pennsylvania in History—Concluded

The Federation Acts to Preserve Canal Lore

An increasing number of Pennsylvanians have manifested a definite interest in preserving the history, folklore, and antiquities of the old Pennsylvania Canal, it is reported by Mr. S. K. Stevens, secretary of the Pennsylvania Federation of Historical Societies. The Federation in cooperation with the Pennsylvania Canal Boatmen's Association is directing increased attention to the importance of this problem. A statewide committee has been appointed composed of prominent local historians of the sections through which the canal operated which is directing a careful survey with a view to discovering new sources of canal history and folklore and adequately preserving them for posterity. Dr. Frederic Godcharles of Milton, former State Librarian and author of numerous books and articles dealing with Pennsylvania history, is acting as chairman of the group. The committee plans to attack the problem from several angles. An endeavor will be made to discover ways and means of preserving a few of the physical remains of the canal. There is a definite possibility that the Pennsylvania Railroad, which is present day owner of the right-of-way of the once state operated Pennsylvania Canal, will consent to return to the Commonwealth some of the old locks and sections of the canal which have been well preserved down to the present time. With the use of WPA labor, provided these remains were turned over to the Commonwealth, it would be possible at a very low cost to reconstruct and preserve for generations a few physical remains of the canal. It is expected also that the attention of the Highway Department will be directed to erecting markers at points where the present highway system parallels the route of the old canal. It has been pointed out that thousands of Pennsylvanians traverse these routes and pass by interesting survivals of the old canal without realizing the fact.

There is also a very real need for accumulating a bibliography of manuscript material, newspapers, books, articles, and pictures pertaining to the canal's history. A principal body of records of the Pennsylvania Canal Company is to be found in the archives in the Department of Internal Affairs in Harrisburg. It is believed, however, that considerable quantities of valuable data are to be found either in private hands or public depositories in other sections of the State, and which have not been utilized. The committee is also anxious to locate files of Pennsylvania newspapers which tell the story of the construction and operation of the canal in various communities through which it passed. Pictures and illustrations which portray the life of canal days will also be sought for by committee members. There is no doubt but that many articles have been written concerning the canal which in many cases have not been published, or in others have not come to general public attention. A bibliography of all of this material would be of considerable value to historians and encourage increased study and writing in connection with the history of the canal.

Colonel Henry W. Shoemaker, State Archivist and well-known student of Pennsylvania folklore, points out that Pennsylvanians possess a rich heritage in the neglected folklore of canal days. Pennsylvania authors have overlooked a rich storehouse of material in failing to make use of this. Colonel Shoemaker has called attention to the fact that in New York State Walter Edmunds has

capitalized upon this phase of the history of the Erie canal in a series of early famous novels and short stories. The Pennsylvania Canal was equally endowed with interest and romance. The tales of canal boatmen, interesting incidents connected with the operation of the canal, and picturesque characters of canal days have never been as fully recorded in Pennsylvania as they deserve. The Federation committee and the Boatmen's Association hope that it will be possible to interview old-time canal men, search through local historical and newspaper material, and in various other ways be able to uncover much of this neglected store of folklore.

In view of the work of the committee, it is apropos to review briefly for readers of PUBLIC EDUCATION the history of the Pennsylvania Canal system. Probably few Pennsylvanians realize that their State at one time owned and operated over nine hundred miles of combined canals and railroads which were known in their heyday as the *State Works of Pennsylvania*. Nearly eight hundred miles of this system was made up of canals and the Pennsylvania system was the most elaborate and expensive undertaken by any state throughout the great canal building epoch from 1830 to 1850. The Pennsylvania Public Works included the main line of the Pennsylvania Canal from Philadelphia to Pittsburgh and extensive branch canals and feeders which reached into virtually every section of the State where water ways were available.

Pennsylvania's venture in canal building was stimulated very largely by the completion of the Erie Canal in New York in 1825, though agitation for internal water ways had been a continuous and increasing importance for many years previously. The prize sought for in the construction of the main canal from Philadelphia to the west was the rich and growing trade of the Ohio Valley region. About 1825 the Pennsylvania Assembly authorized the appointment of a Board of Commissioners to consider a state canal system and by February 1826 provision was made for the construction of the system from Philadelphia to Pittsburgh. The main Pennsylvania canal included the use of the Columbia Railroad from Philadelphia to Columbia on the Susquehanna. From this point the canal proper was utilized to Hollidaysburg. At this point the unique and famous Allegheny Portage Railroad was utilized to transport the canal boats over the mountain barrier. From this point the canal was once more utilized to the nearest point on the Allegheny River above Pittsburgh. Branch canals carried the state system of Public Works from Duncan's Island through Northumberland, Luzerne, and Bradford counties to the state line near Elmira where a connection with the Central New York Feeder Canals from the Main Erie Canal was established. Central Pennsylvania was also served by a feeder which proceeded from Northumberland to Lycoming and Clinton counties to Milesburg in Centre County. Other branches of the canal reached from Bristol to Easton, in eastern Pennsylvania; from Beaver to New Castle, Erie and Franklin in the northwestern area. The state system was supplemented by numerous canal enterprises undertaken by private companies throughout the State.

The construction of Pennsylvania's canals required fourteen years and reached a total cost of \$33,464,975. The interest on the investment and upkeep ran the total cost of the state canal system over the period of its operation to more than one hundred million dollars. The state's income from the operation and sale of the canals amounted

(Continued on page 26, column 2)

School Employes' Retirement Board

H. H. BAISH
Secretary School Employes'
Retirement System

INVESTMENTS

The investment of the money is one of the most important problems in connection with any Retirement System. No matter how carefully the rates of contribution for the employers and the public have been computed the Retirement System faces danger unless the money is wisely invested. Within prescribed limitations the Pennsylvania School Employes' Retirement Law gives the Retirement Board considerable latitude when investing the funds of the Retirement System, but the Board has placed a further restriction on its investments by agreeing to invest the funds of the Retirement System exclusively in bonds of the State, any county, city, town, township or school district within the State, other bonds of Pennsylvania and United States Government Bonds. When the yield permits the Board gives preference to Pennsylvania School District Bonds.

Many school districts, especially rural school districts, do not find their bonds readily marketable except at an excessive interest rate, and our Retirement System renders an important service, especially to the taxpayers of rural school districts, by agreeing to purchase their bonds.

There is a phase of the investments of the Retirement System which deserves attention. The Retirement Board has been investing on the average about \$15,000,000.00 annually. We have heard much during the past ten years about the importance of providing work relief for the unemployed. Almost all of the money invested by the Retirement Board has been invested in bonds, the proceeds of which are used to build new school buildings, roads, and other improvements in Pennsylvania. Scores of new school buildings and many miles of good roads have been constructed as a result of the investments of the Retirement Board. Many hundreds of men have thus been given employment. The Retirement System was, of course, not established for the purpose of providing funds for work relief, but when as a by-product it does provide a large sum of money that may be used for work relief during years of severe business depression and unemployment it is rendering a public service of no mean proportions. This statement applies particularly when the money is invested safely in those bonds only that are issued in such a way that interest charges and redemption of the bonds are guaranteed by tax levying provisions of the resolutions providing for the issuance of such bonds.

After the General State Authority program had been declared constitutional by the Supreme Court of Pennsylvania and after the Federal Government had agreed to purchase the bonds the School Employes' Retirement Board was successful in its efforts to secure the privilege of purchasing some of these bonds at par with the interest rate set at 4%.

In order to maintain the actuarial soundness of the Retirement System the investments must show a net yield of at least 4% interest compounded annually. The Retirement Law obligates the Commonwealth to make up the shortage should the Retirement Fund earn less than 4%. The continuing maturities of early investments of the Retirement Fund at rates above 4% and the re-investment of this money at rates below 4% resulted in a situation whereby there was likely to be a difference between the guaranteed 4% yield and the amount earned. Investments in State bonds have, therefore, been of mutual benefit to the Commonwealth and the Retirement System

for teachers and other school employees. Since the General State Authority Bonds were purchased by the Retirement Board investment firms have requested the privilege of purchasing a considerable number of them at an attractive premium. However, they are worth more to the Retirement System than the premium offered.

The School Employes' Retirement System has completed twenty years of active operation. To date the Retirement Board has not lost any of the money it has invested.

Review of Records of Board

Receipts and disbursements of the Retirement Board are pre-audited by representatives of the Department of Revenue, the Auditor General's Department, and the Treasury Department. Each year the Auditor General's Department reviews the bond records and all other records of the Retirement Board. The fund and ledger accounts of the Board are also subject to the supervision of the Insurance Department.

Actuarial Valuations

In addition to these audits the Law provides that there shall be not only an annual actuarial valuation, but that there shall also be a special actuarial valuation and investigation of the School Employes' Retirement Fund at the close of each five-year period. The Law also provides that the school districts of the State and the Commonwealth shall continue to pay the necessary contributions into Reserve Account No. 2 until enough money has been accumulated in this account to pay retirement allowances for service rendered by Present Employes. It provides further that if a change of rates should be necessary to maintain the actuarial soundness of the System on the basis of service rendered since July 1, 1919, such change shall be recommended by the Actuary and adopted by the Board without requesting an amendment of the Retirement Act. The actuarial valuations and investigations show that the Retirement Fund continues to be sound actuarially and that the accrued liability for prior school service which existed at the time that the Retirement System was established is being reduced on schedule time.

Nine Teachers Retire

Nine members of the Retirement System were granted retirement allowances by the School Employes' Retirement Board at its meeting held in December. These employes had rendered service in the public schools of Pennsylvania for periods ranging from 14 2/3 years to 44.2 years as follows:

Name	District	No. of Years
Margaret Frank	East Pittsburgh, Allegheny	14 2/3
Mary Louise King	Pittsburgh, Allegheny	38.3
Lorenzo O. Packer	Pittsburgh, Allegheny	40
Myrtle L. Martin	Ross Township, Allegheny	29.6
Edwin L. Fugate, Jr.	Philadelphia	44.2
Hallie K. Holden	Philadelphia	38.1
Bertha R. Paxson	Philadelphia	36.4
Emory C. Snyder	Beallsville Boro, Washington	38 5/7
Samuel A. Conway	Red Lion Boro, York	22 1/9

Most school employes retire at the close of a school year. However, if all requirements are met the law permits them to retire at the close of any calendar month.

Have You Any Questions?

1. Question: For what period of the individual's life is the elementary school responsible?

Answer: Educational literature often refers to the age range of the elementary school years as the "childhood" level. From birth to two years of age is referred to as "babyhood"; from two to eight as "early childhood"; from eight to twelve or fourteen, as "later childhood." The "childhood level" is then followed by the "adolescent period" which in turn is followed by "adulthood."

2. Question: What reimbursement is provided by law for special education classes?

Answer: In first class school districts, 25 per cent, and in other districts, 30 per cent, of the minimum salary for elementary teachers, for each full-time teacher of an approved special class and each full-time principal or supervisor of approved special schools or classes.

For each part-time teacher, supervisor, or principal employed in approved special classes or schools, reimbursement shall consist of a fraction of such amounts proportional to the time for which such person is employed. However, the Commonwealth's total payments to the district, or districts, on any special education teacher, including both that received under the Edmond's Act and that under the provision just cited, shall not exceed eighty per cent of the salary *actually paid* the teacher.

3. Question: What teacher-pupil ratio is recommended for secondary schools?

Answer: A teacher-pupil ratio of 1 to 25 is a desirable standard for secondary schools with average financial ability. This ratio does not imply that classes in most instances would exceed 25 pupils.

4. Question: Does the probationary period provided by the Teacher Tenure Act apply to all new teachers employed by a board of school directors?

Answer: The Teacher Tenure Act was signed June 20, 1939. All teachers under contract with a school district of the Commonwealth on that date are exempted from the probationary proviso. Teachers who were not under contract on that date may be required by a school district to serve a probationary period of two years, irrespective of whether they have had two or more years of teaching service in that or another school district of the Commonwealth.

5. Question: May a probationary teacher be dismissed by a board of school directors before the expiration of the two-year probationary period?

Answer: Nothing in the law requires a continuance of the employment of a probationary teacher for the entire two-year period. Probationary teachers who receive an unsatisfactory rating, may be dismissed at any time during the probationary period.

6. Question: What subjects and activities are provided for students enrolled in vocational agriculture?

Answer: Boys enrolled in vocational agriculture receive instruction in general education subjects, such as English, Mathematics, and the Social Studies. As much as two-thirds of the school day may be devoted to academic instruction. From one-half to one-third of the day is spent in studying vocational subjects, such as poultry, vegetable gardening, farm crops, dairying, animal husbandry, fruit growing, farm accounts, farm management, and farm mechanics. The agricultural subjects studied in school are only part of the vocational training received by those enrolled in agricultural courses. In addition, each boy does at least six months of practical farm work on the home farm under the supervision of his agricultural teacher.

7. Question: What is meant by a child who is "extremely mentally retarded?"

Answer: Any one of these possibilities:

- One who is in or is about to enter the first grade of a public school, and having a mental age of less than four years and six months. This is referred to as "suspension".
- One having a Binet intelligence quotient of less than 50; or somewhat higher in certain extreme cases. This is referred to as "exclusion".
- One having a mental age of less than ten years after he has passed his sixteenth birthday. This is referred to as "excusal".

8. Question: What does the curriculum of the elementary school include?

Answer: It includes all of the child's life for which the school carries responsibility. The child's real curriculum includes the whole body of experiences in which he engages as an individual, as a member of society, and as a pupil in the elementary school—the out-of-school experiences are basic curricular materials that affect and condition in-school experiences.

The curriculum in all of its aspects may well be organized with respect to that group of persistent problems which are inescapable in the life of every individual. Belonging to this group are such problems as: how to keep well, how to make a living, how to get along with people, how to enjoy art, and beauty, how to adjust to and improve one's environment, and how to develop a sustaining philosophy or set of values. These problems, which tend to persist throughout society, may well constitute the common core of the curriculum and the focal point giving meaning and direction to the selection of experiences which make up the curriculum of the individual student.

They Say—

Concerning Bigness

"I am done with great things and big things, great institutions and big success, and I am for those tiny invisible molecular moral forces that work from individual to individual, creeping through crannys of the world like so many rootlets, or like the capillary oozing of water, yet which, if you give them time, will rend the hardest monuments of man's pride."

—William James

Lawlessness and Liberty

"I need make only passing reference to the extent of present-day lawlessness. Our annual crime bill is fifteen billions of dollars, or about \$120 for every man, woman, and child. This represents 400% more than we annually spend for education, it equals our annual food bill, and exceeds the amount annually paid in Federal, State, and municipal taxes. Our homes and our lives are threatened by a lawless army numbering over 4,750,000 individuals.

"Every twenty-two seconds, a serious crime is committed in our supposedly civilized land; every day, from dawn to dawn thirty-three of our citizens are murdered. Last year nearly 1,500,000 serious crimes, such as murder, manslaughter, rape, robbery, burglary, and aggravated assault, and 13,000,000 lesser crimes such as frauds, forgeries, embezzlements, vice, and other assaults, were committed. To be even more realistic, this means that one offense occurred for every nine persons in America last year. It is most disturbing to realize that crime in some form or other will visit at least one out of every four homes this year unless drastic steps are taken to stay the onslaught of our forces of lawlessness. There are in America today over three and one-half times more criminals than there are students in our colleges and universities; for every school teacher in America there are nearly four and one-half criminals.

* * * *

"Truly, fifty years of crime in America has culminated into a positive threat to our social order. Whether we like it or not we have been brought face to face with a crisis. Our future will not be determined by what we do fifty years or even ten years from now. It will be determined by the manner in which we cooperate to solve the problem of lawlessness now. Our task is to summon the noblest action in order to safeguard our Nation. This crisis calls for strong character and honesty in every phase of endeavor. It demands that those forces which assail our liberties be exterminated with relentless justice. There can be no compromise between righteousness and venality."

—J. Edgar Hoover

American Music

"When we Americans send music to Latin America, we shouldn't try to disguise that we are a gum-chewing population. Our tradition is along the line of Stephen Foster, not Schubert. Those of us who know Beethoven are too likely to be embarrassed by folk music or popular tunes. I think it is about time we quit being ashamed."

—Carleton Sprague Smith
Director of Music
New York Public Library

Education and Behavior

"Education does not mean teaching people what they do not know. It means helping them to behave as they do not behave."

—John Ruskin

Educational Objectives as Social Preference

"The purposes of schools and other social agencies are not 'discovered' as a prospector strikes a gold-mine. They evolve; they reflect and interact with the purposes which permeate the life of the people. In each of the phases of individual and social living, there are elements which people commend, others which they condemn. Such judgments are based, in the last analysis, on moral standards or ideals. That which, out of their intelligence and experience, the people declare to be good, they will attempt to maintain and perpetuate for the benefit of their children and their children's children. They strive through education to transmit what they think is good to all the generations to come."

—Educational Policies Commission,
*The Purposes of Education in
American Democracy*

Group Discussion

"It is a cardinal principle of the American system that the matured will of the people shall prevail in the long run.

"This matured will is always related to one or more great issues of politics and economics, in respect of which citizens take different positions.

"Inevitably then a discussion of issues precedes the decisions of popular will. This discussion may be thorough and informed or superficial and intemperate. All depends upon the skill with which issues are defined, the knowledge brought to bear in the debate, and the spirit of the debaters.

"To formulate issues with the utmost exactness, to see that issues are really joined, to hold the discussion to the subject matter in hand—this is the function of everyone concerned with leadership in public affairs, even in a small way. With a certain sure feeling, we all believe, perhaps only vaguely, that the utmost truth we can get is good for us and for the country in the long run. We also believe that the right kind of discussion is one of the best ways of arriving at truths, particular and in general."

—Charles A. Beard

The Federation Acts

(Continued from page 23, column 2)

to less than half this sum. It should be kept in mind, however, that while the Commonwealth did not make a financial success of its investment in canal transportation, there can be no disputing of the fact that their construction and operation contributed in a very important way to the economic and social development of Pennsylvania. The history of the canals is one of the most important chapters in the history of Pennsylvania and has never received the attention it deserves. It is one which is full of romance and human interest as well as of heroic endeavor upon the part of men that pioneered to expand frontiers of Pennsylvania commerce.

They Say—

Paradoxical

"When idle land and idle men exist side by side the definition of property has been extended beyond the rights of man."

—Jefferson

Teaching Load

The report of the National Education Association (Research Bulletin, Volume XVII, No. 5) interprets the results of replies from 3707 teachers in response to a questionnaire containing 100 items. This inquiry had to do with the effects of the increasing load imposed upon teachers during recent years. Of the many interesting summary tables included in this bulletin, table twenty-five reflecting the opinion of these teachers as to the effect of teaching loads upon personal and professional development is of general interest.

Concerning this aspect of the study the bulletin makes the following observations:

"According to the reports of teachers who cooperated in this study, heavy teaching loads often impair the quality of professional service and prevent or hamper desirable types of professional growth. Likewise, heavy loads interfere with normal participation in community life and deprive the teacher of the reasonable and wholesome enjoyment of social contacts and recreation.

"More than half of the total number of teachers replying believed that their personal and professional growth and professional service were being hindered by their present teaching loads. ***

"Opportunity for professional study, to keep up to date with recent trends, to take advantage of the many excellent educational periodicals, to have a share in social and group life of the community, and to live the life of a normal person are the desires most frequently mentioned. Secondary teachers feel the unfavorable effects of present load assignments more frequently than elementary teachers." ***

From the reports of these teachers the aspects of personal and professional growth in service which suffer from excessive teaching loads resolve themselves into ten categories. The following table taken verbatim from the bulletin shows the distribution of these aspects of growth suffering from over-load, broken down into primary, intermediate, junior high school, and senior high school groups of teachers.

UNFAVORABLE EFFECTS OF PRESENT TEACHING LOADS ON PERSONAL AND PROFESSIONAL GROWTH AND UPON THE QUALITY OF PROFESSIONAL SERVICE

Neglected aspects of personal and professional growth and service	Per cent mentioning ^a				
	Primary	Intermediate	Junior high school	Senior high school	
1	2	3	4	5	
Professional reading: books, professional magazines, new instructional materials	19	26	23	31	
Personal contacts and acquaintance with pupils, personal conferences, and guidance	12	12	17	16	
Enrichment of program, projects, illustrative material, preparation, and background	6	9	10	14	
Conferences with parents, home visits, acquaintance with pupils' environment	3	5	3	2	
Professional contacts; conferences, meetings, special groups	5	5	7	7	
Professional study: summer school, extension	6	9	10	7	
Community participation and contacts with other people and groups	5	8	6	8	
Personal health and vitality	2	4	12	8	
Recreational interests and activities necessary to normal living	3	4	2	3	
Personal development, general reading, cultural growth necessary to enriched and vital teaching	13	11	12	12	

The Problems of Youth

"It seems to us, as apparently it seems to them, that the most pressing problems, involving the need for the most vigorous social action, fall into three general areas:

"1. *Employment.* For hundreds of thousands of youth in America, this means getting a job. For as many others, it means a wage that will provide both an acceptable standard of living, and an opportunity to provide for future years.

"2. *Education.* For large numbers who have been forced out of school for economic reasons, this means the creation of a less fictitious equality of opportunity, and, for many others who are still in school, it means an educational program that is more clearly in harmony with their interests and needs.

"3. *Recreation.* For no less than millions of young people in America, this calls for an awakening, on the part of communities, to the social as well as the personal values of healthful and satisfying recreation, and a determination to develop leisure-time programs that will not only absorb energies that often lead to delinquent behavior, but which will add something valuable to the spiritual stature of those who participate in them."

Youth Tell Their Story

—Howard M. Bell

National Youth Commission

American Council on Education

Bases for International Relations

"It is our devout hope that the conflict now raging in Europe will not extinguish upon that continent the light of that resplendent civilization with which it has illuminated the world. It is our prayer that all nations may find in themselves sufficient strength of conscience, of reason, of the very instinct of self-preservation to return—before it is too late—to the tried and proven highway of those basic principles of international relations which, for the moment, continue to function fully only in our western hemisphere and in a constantly diminishing area elsewhere in the world.

"In the New World we have found that acceptance of these fundamental principles has made for progress and peace. To these same principles all nations can adhere, whenever they choose, and so, together with us, attain once more the blessing of an ordered and law-governed world."

—Honorable Cordell Hull
Secretary of State

^a In this table, the per cents have been rounded to the nearest whole number.

They Say—

Suitable Education for All

"But the schools of New York State were not designed to meet the needs of all kinds of youth. Particularly is this true of the upper grades, which were originally planned almost entirely for those who were going on to college and perhaps into professional training. The high schools have been 'college preparatory' institutions. Now that only one-fifth of those in the high schools do, as a matter of fact, go on to college, the time has come to make over the high schools so that they will also be useful to the four-fifths who finish their formal schooling when they leave the secondary school. Now that all the children are in school the idea that the school program should be planned from the top down, primarily to meet the needs of the colleges, is wrong. Without neglecting preparation for college, the school program should be planned from the bottom up fully to meet the needs of youth who will have to live and work in America today and tomorrow without further formal schooling.

"What these boys and girls now need is a broad general education which will give to all alike at least the same minimum essential tools of intercommunication and thinking, the same minimum up-to-date scientific acquaintance with the world in which we live, both natural and social, an appreciation of the culture and standards of our civilization, the beginnings of the ability to work well with others, a common understanding and belief in the democratic process, and the desire to preserve and defend self-government. In addition to this, boys and girls need as individuals some understanding of their own bodies and minds, and the opportunity under proper guidance and stimulation to develop their individual capacities, interests, and possibilities for growth. The first need is common to all; its fulfillment is essential to society. The second is different with each, but its satisfaction is likewise necessary to the growth and enrichment, not only of the individual, but also of society."

—*Education for American Life*
Report of New York Regents' Inquiry

The State Pharmacy Laboratory

(Continued from page 20, column 2)

Several revisions of the law suggested themselves by the work, notably a revision of the definition of a poison, a change in the exceptions of poisons for technical use, deletion of the clause permitting indiscriminate sale of proprietary medicines and household drugs, and the proposed licensing of manufacturers and packagers of drugs.

Many proposed projects for the Laboratory were impossible of fulfillment because of the limited budget.

The biological assaying of drugs, the sterility testing of bandages and ampoules, phenol coefficient tests on disinfectants, are a few of the postponed projects.

The testing of the multitude of vitamin products on the market today is one untouched field where much could be done. The appropriation necessary for vitamin work would necessarily be high.

It is hoped that the control of the quality of drugs, so necessary a service to the people of Pennsylvania, begun by the Laboratory in 1938 will be continued and expanded in the future.

Pilgrimage in Poetry

The "Pilgrimage in Poetry" launched this year by the National Broadcasting Company, after two years of preparation, is of interest to all teachers and especially to teachers of English. The NBC Blue Network is sending its poetry commentator, Ted Malone, every Sunday afternoon at 1:00, Eastern Standard Time, to the shrines of great poets where he will translate into radio the exhilaration of a pilgrim who visits these historic spots.

The vote of the heads of the departments of English of more than 500 colleges and universities selected the poets for the Pilgrimage and thus established for NBC the shrines for these broadcasts. In each broadcast Mr. Malone will transport, as it were, his listeners into the actual surroundings of the famous poet by giving the dramatic incidents of the poet's life connected with the home.

It is felt that the poetry of these famous poets has been, heretofore, only beautiful or powerful words on the printed page, but that the poet can be made to live as a human being by a sympathetic description of the drama behind works.

As a listener aid for the series of broadcasts on the Pilgrimage in Poetry, the National Broadcasting Company provides at cost a booklet, "An Album of Poetic Shrines." This collects together the pictures of the thirty-two homes and shrines. Beside each picture Mr. Malone has prepared a description which conveys the mood of each home or shrine and also tells the authentic legend of the life of the poet connected with his surroundings. This aid may be obtained by sending twenty-five cents to NBC.

NBC has also prepared a literary map for the bulletin boards of schools and classrooms which gives a complete picture of the Pilgrimage. On the map are artists' sketches of the homes and shrines of the thirty-two poets. This map may be obtained free by addressing NBC.

This series of pilgrimages will continue until May 26, 1940. Details as to the homes and shrines to be visited during the remainder of the series follow:

1/7/40	Sara Teasdale, Hotel Bolivar, 230 Central Park, N. Y. C.
1/14	Oliver Wendell Holmes, 296 Beacon St., Boston, Mass.
1/21	Henry Wadsworth Longfellow, 105 Brattle St., Cambridge, Mass.
1/28	James Russell Lowell, Elmwood Ave., Cambridge, Mass.
2/4	Lizette Woodworth Reese, 2926 Harford Rd., Baltimore, Md.
2/11	Sidney Lanier, Sidney Lanier Birthplace, High St., Macon, Ga.
2/18	Joel Chandler Harris, Wren's Nest, 1050 Gordon St., SW, Atlanta, Ga.
2/25	Stephen Collins Foster, My Old Kentucky Home, Bardstown, Ky.
3/3	Paul Lawrence Dunbar, 219 North Summit St., Dayton, Ohio
3/10	James Whitcomb Riley, James Whitcomb Riley Home, Greenfield, Ind.
3/17	Vachel Lindsay, 603 South 5th St., Springfield, Ill.
3/24	Eugene Field, Eugene Field Shrine, 634 South Broadway, St. Louis, Mo.
3/31	Joaquin Miller, The Wigwam, Oakland, Cal.
4/7	Bret Harte, U. S. Mint, Commercial St., San Francisco, Cal.
4/14	Harriet Monroe, 232 East Erie Street, Chicago, Ill.
4/21	Edwin Arlington Robinson, Robinson Home, Gardiner, Maine
4/28	Ralph Waldo Emerson, Emerson Home, Concord, Mass.
5/5	Amy Lowell, 70 Heath Street, Brookline, Mass.
5/12	William Cullen Bryant, Bryant Homestead, Roslyn, Long Island, N. Y.
5/19	Emily Dickinson, The Evergreens, Main Street, Amherst, Mass.
5/26	John Howard Payne, Home Sweet Home, Easthampton, Long Island, N. Y.

Educational Events CALENDAR

January

15-20—State Farm Show, State Farm Show Building, Harrisburg
 15-17—State Future Farmers of America, The Forum, Education Building, Harrisburg
 18-20—White House Conference on Children in a Democracy
 26-27—National Convention, American Discussion League, New York City
 29-February 3—32d Annual Meeting, Pennsylvania Conference on Social Work and Associate Groups, Wilkes-Barre. Headquarters, Hotel Sterling.

February

1 State School Board Secretaries' Association, Harrisburg
 2-3 State School Directors' Association, Harrisburg
 15-17 All-State High School Orchestra Festival and Clinic, Berwyn
 21-24 National Vocational Guidance Association, St. Louis, Missouri
 22-23 National Council of Teachers of Mathematics, St. Louis, Missouri
 22-24 International Council for Education of Exceptional Children, Pittsburgh
 24-27 National Council on Teacher Retirement, Annual Meeting, American Association of School Administrators, St. Louis, Missouri
 24-29 70th Annual Meeting, American Association of School Administrators, St. Louis, Missouri
 24-28 American Educational Research Association, St. Louis, Missouri
 29-March 1—American Association of Junior Colleges, Columbia, Missouri

March

6-9 Schoolmen's Week, University of Pennsylvania, Philadelphia
 6-9 Southeastern Convention District, Pennsylvania State Education Association, Philadelphia
 15-16 16th Annual Junior-High-School Conference of New York University, New York City
 21-23 Eastern Commercial Teachers' Association, Hotel Ambassador, Atlantic City
 22-23 Pennsylvania Senior and Junior Academy of Science, Washington and Jefferson College, Washington, Pennsylvania
 27-31 Eastern Arts Association Convention, Philadelphia
 29-30 Meeting of the Joint Basketball Rules Committee, Kansas City, Missouri
 30-April 5 Biennial Convention, Music Educators National Conference, Los Angeles, California. Headquarters, Hotel Biltmore

April

11 Pennsylvania Federation of Historical Societies, Penn-Harris Hotel, Harrisburg
 23 Society of State Directors of Health, Physical Education, and Recreation, Hotel Stevens, Chicago
 24-27 Annual Convention, American Association for Health, Physical Education, and Recreation, Hotel Stevens, Chicago
 24-25 American Association for the Advancement of Science, Tucson, Arizona
 25-27 National Folk Festival, Washington
 26-27 Pennsylvania Forensic and Music League, 13th Annual State Contest, Harrisburg

State Examinations CALENDAR

January

Examining Board	Date	Place
Beauty Culture	16	Philadelphia, Erie, Wilkes-Barre, Pittsburgh, Harrisburg
Credentials	31	Every County Seat
Medical	2, 3, 4, 5, 6	Philadelphia
Optometry	22, 23, 24	Philadelphia
Pharmacy	10, 11, 12	Philadelphia, Pittsburgh
Real Estate	13	Wilkes-Barre, Philadelphia, Erie, Pittsburgh, Harrisburg
Veterinary	*	Philadelphia

March

Barbers	5, 6, 7, 8	Philadelphia, Erie, Scranton, Pittsburgh, Harrisburg
---------	------------	--

April

Beauty Culture	16	Philadelphia, Erie, Wilkes-Barre, Pittsburgh, Harrisburg
Nurses	5, 6	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg
Pharmacy	*	Philadelphia, Pittsburgh
Real Estate	13	Philadelphia, Erie, Wilkes-Barre, Pittsburgh, Harrisburg

May

Credentials	*	Every County Seat
-------------	---	-------------------

June

Architects	*	Philadelphia, Pittsburgh
Barbers	4, 5, 6, 7	Philadelphia, Erie, Scranton, Pittsburgh, Harrisburg
Credentials	*	Every County Seat
Dental and D. Hygiene	18, 19, 20, 21, 22	Philadelphia, Pittsburgh
Optometry	*	Philadelphia
Osteopathy	*	Philadelphia
Pharmacy	*	Philadelphia, Pittsburgh
Veterinary	*	Philadelphia

July

Beauty Culture	16	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
Medical	*	Philadelphia, Pittsburgh
Osteopathic Surgeons	*	Philadelphia
Real Estate	13	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg

August

Credentials	*	Every County Seat
-------------	---	-------------------

September

Barbers	3, 4, 5, 6	Philadelphia, Pittsburgh, Scranton, Harrisburg, Erie
Nurses	20, 21	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg

October

Beauty Culture	14	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
Pharmacy	*	Philadelphia, Pittsburgh
Real Estate	12	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg

November

Accountants	*	Philadelphia, Pittsburgh
Nurses	*	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg

December

Architects	*	Philadelphia, Pittsburgh
Barbers	3, 4, 5, 6	Philadelphia, Pittsburgh, Scranton, Harrisburg, Erie
Dental and D. Hygiene	*	Philadelphia, Pittsburgh

* Exact dates to be determined.

For information address Bureau of Professional Licensing.

LIBRARIAN PE-B7-36
FRANKLIN & MARSHALL COLLEGE
LANCASTER PA